Developing Schools as Learning Communities

Towards a Way of Understanding School Organisation, School Development, and Learning

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Abstract

Grounded in philosophy, organisations theories and ideas of learning, three themes are developed in this thesis. First, seeing schools as *systems* (more specifically as communities), implying a need for the research to *discover* evidence of this systematic nature and how it might change. Second, investigating the nature of *hierarchy* in schools (and how this relates to schools as developing systems), again, implying a need for the research to discover *evidence* for and explore the *nature* of hierarchies. Third, trying to understand *learning* in schools (learning by individuals and groups in schools, including student teachers, and how this learning is related to school development), implying a need for the research to explore the *use* of the views of school participants in a dynamic, changing, system. These three themes came together in the work on schools as distinctive types of communities, as *learning* communities.

From a concern with therapeutic models, developed a number of methodological approaches including the use of 'real' and 'ideal' understandings, and the use of 'sincerity' in research. In this context, three sets of primarily qualitative school based and university based studies were completed, in order to:

* develop and pilot techniques for *discovering* the views of members of the school community (including student teachers), as ways of exploring the nature of school organisation and exploring school and individual development;

* investigate the *use* of the views of members of a school community, to contribute to the development of schools and individuals.

The research found evidence supporting the significance of the idea of school as a community (as described by John Macmurray), hierarchically structured in some ways like the state (in Aristotle's sense). In these ways, schools are seen as having a special rôle in making people more *real*.

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Chapter I: Introduction

'what are called advanced ideas are really in great part but the latest fashion in definition – a more accurate expression, by words in *logy* and *ism*, of sensations which men and women have vaguely grasped for centuries'
(Thomas Hardy in *Tess of the d'Urbervilles*)

The structure of this thesis

The thesis is in six chapters. In the introduction, key aims are set, and there is an account of the personal and professional development of the researcher, explaining something of the origin of themes and concepts developed in the research. New themes and concepts developed along with the research itself, but two key aims can be identified here, aims that the whole process of the research attempts to meet, towards a way of understanding school organisation, school development, and learning:

* To develop and pilot techniques for *discovering* the views of members of the school community, as ways of exploring the nature of an individual school organisation and exploring school and individual development.

* To investigate the *use* of the views of members of a school community, to contribute to the development of schools and individuals.

The second chapter is a critical review of the literature on or relevant to school organisation, drawing on work in several fields – both within and beyond education. This review provided the basis for exploring school organisation, and for the project[1], but the review continued throughout the period of the research, and itself was informed by the outcomes of the project. Sub-sections of this chapter address the nature of schools as systems (including what makes schools as organisations different from other types of organisations, and the nature of hierarchy in schools), and school and individual development – also described as learning.

[1] The term 'project' is used here to refer to the work involved in the original data collection in the three stages of the research. The author has avoided referring to the whole process of research, including original 'primary' data and book-based 'secondary' data, as a 'project', although this would be an equally valid use of the term.

In the third chapter, the methodology of the project is described. Some key aspects of methodology were common to each stage of the research, and are described early in the chapter. Yet the methodology of each of the three project stages was in some ways distinct, especially with respect to the relationship of the researcher to the subjects of the research, so there are separate methodology sections for each of the stages.

The fourth chapter describes each of the three stages of the project, i.e. the school based studies that formed the heart of the research. In the first stage, two parallel studies were completed and these were primarily intended to develop and pilot techniques for discovering the views of members of the school community, as ways of exploring the nature of school organisation. It was in these school based studies that the work arising from the literature review was tested or proved (in the older sense of that word), and they in turn informed the continuing process of the literature review. The second stage of the research comprised a single school based study, in which the techniques developed in the earlier studies were used as part of a school development project. This was therefore a way of exploring the theme of school development, using the views of members of the school community. The development of individuals, and how this relates to matters of school organisation, was explored in the third stage of the research, a study of a small group of student teachers. How these individuals described their situations also of course helped clarify issues raised in the previous school based studies, of for example the 'community' nature of schools, and forms of support and hierarchy.

The discussion and conclusions, making up the fifth chapter, pull together elements of the literature review and the school based studies to attempt to develop a way of understanding school organisation, incorporating issues of school development and the development of individuals, within a framework of schools as learning communities.

Finally, there is a section of bibliographical and appendix material comprising research information to complement the rest of the work, research tools, extracts from interview transcripts, and so on.

The development of a teacher researcher

Elsewhere in the thesis the phrase 'the researcher' is generally used, but here I have written in the first person, as the account is a personal one, exploring why and how I came to the research.

Five puzzles

I worked in school teaching for fourteen years, and came across a range of puzzles, professional and (with hindsight) academic. I started teaching because I found learning exciting and wanted to share that experience. The first puzzle was that, despite my expectations, teaching was *not* to be simply telling pupils things. While still in training, I was annoyed when my teacher-training tutor preferred the lesson in which the pupils were working, while I wandered around helping them, to the lesson in which I did a lively presentation using all my 'performance' skills. It took a few years to appreciate his wisdom: teachers *telling* pupils things, however entertainingly, was less important than pupils being enabled to *learn*[2].

After I was appointed to my first post, a second puzzle emerged. However much I knew, I never seemed to know enough. Not only did pupils' learning matter more than the performance of the teacher, but a teacher's knowledge, I gradually realised, was less important than the teacher's skill in increasing pupils' knowledge and understanding.

A third puzzle arose when I went on a counselling course, and found work on listening skills more useful than any other piece of teacher training I had received. My skills as a listener now appeared more important than those of a talker.

The management of teachers and pupils provided the fourth puzzle. The Head[3]

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[2] Later, I noted the stronger views of writers such as Wenger, who complains bitterly that 'institutions ... are largely based on the assumption that learning ... is best separated from the rest of our activities, and that it is the result of teaching' (Wenger 1998: 3).

[3] The words 'Head' and 'Deputy Head' are capitalised in this project, to distinguish those who have the rôles of Headteacher or Deputy Headteacher from people who may 'head' any project or

of one school came to see my tutor group, to introduce himself, and started his talk by saying 'Mr Stern has been working for me for ...'. The simple-enough remark by a well-meaning-enough Head, then, puzzled me, as it seems to have puzzled others before[4]: I had thought his job was to work for me, not mine to work for him. Management involved working for the people 'beneath', I had thought, just as teaching involved working for the pupils. If managers thought as this Head did (i.e. that management meant the people 'beneath' worked for *them*), then the people in the middle (myself, a teacher, at that time) would be pulled in two directions. The 'middle' people would be working for the people 'above' them in the hierarchy (i.e. managers), and also for the people below them in the hierarchy (i.e. pupils). This seemed unreasonable: it made little sense intellectually, and it felt unfair to me, in the middle.

Moving from job to job, I never found a slowing-down in the need to learn, but formal research did not start again until I became involved in teacher training (after ten years of teaching), and then only half-heartedly, hoping for a qualification-based promotion. 'Supportive schooling' was the topic I chose, with my interest in how teachers supported learning and how managers did or could support teachers. A fifth puzzle, then, was that there seemed to be few books on the topic (which seemed so central to teaching), and yet that, however many books I read, there was no apparent reduction in the number of books left still to read. There was no single mountain of more or less important books on education, with the 'peak' books to be read first, but rather a full mountain range, stretching far into the distance, with each set of books having its own 'peak'.

Addressing the puzzles

The research I did started generating some solutions to the puzzles. It suggested that the 'insiders', teachers and pupils and managers, might be able to find common ground, and seemed to find it surprisingly easy to work out what could

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organisation. Some Heads, including some in this study, refer to themselves by other titles (such as 'Principal'), but 'Head' is used throughout, for the sake of clarity.

[4] For example, Jim Callery said 'Before I became a head, I thought that teachers were there to serve me and it came as a big shock to realise that it was the other way round. Nothing was the same after that' (quoted in Myers 1997). Similarly, in a cartoon strip, 'Miss Givings' writes to 'headperson', 'do you work for or with teachers as colleagues, or do you assume they work for you?' (Long 1997).

be improved in the school, whilst 'outsiders' (like consultants, governments, authors) had a great deal of difficulty having any influence. The 'insider' views, however, were rarely used: student teachers' views were marginalised, teachers' and pupils' views were ignored, often enough, and managers seemed to want to impose their views more than understand the views of others. It seemed to be a characteristic of schools that 'listening to insiders' was rarely done, and yet it might help the schools more than 'listening to outsiders'.

I could only really carry on researching 'insiders' views of schools by becoming an outsider, working at the University of London Institute of Education and more recently at Brunel University. Here, gradually, I found more writings that addressed my puzzles, or writings from the vantage point of which I could see across the 'mountain range' of disciplines. On the nature of communities, and schools as communities, John Macmurray wrote with great subtlety. His work gave me confidence that philosophical investigations into 'human nature' and society might have a direct bearing on forms of school organisation, and that schooling was itself a 'special' kind of social organisation. On hierarchies, Aristotle wrote about 'paternalism' and about 'magnanimity' (or being 'big hearted'), within political systems. 'Paternalism' was an approach within monarchy, with monarchical government preferred to democracy. In this context, 'paternalistic' leaders looked after the led in the ways a good father would look after a child – that is, they would think about how they could help the led. Despite its obvious bias towards men and male children, this understanding, if 'unsexed', could become, I believed, a positive version of what good Heads (and maybe good parents) could do. This also seemed preferable to a defence of the 'democracy' that Heads often aspired to but rarely exhibited. On learning, some Vygotskian views tied together individual learning and the development of social groups. This seemed to make the link between social organisation, the process of learning, and the nature of humanity.

The three sets of writings, on community, hierarchy and learning, together supported and further encouraged my research, and there were several other encouraging developments during the period of the research. 'Leadership', rather than 'management', became in the 1990s a popular way of describing the work of Heads, so research on 'paternalism' (if unsexed) and being 'big hearted', rather

than 'democratic'[5], might be expected to be more popular. In the late 1990s, there were political moves to devolve even more of 'school improvement' work to schools themselves, with reduced intervention from LEAs or governments. Macmurray's reported influence on the thinking of Tony Blair, Prime Minister from 1997, and political initiatives on social exclusion, also seemed serendipitous. I felt that my work, on school self-development and on models of hierarchies, was therefore becoming more central to policy-led research. This encouraged my research, focusing on particular themes, groups, and concepts, within a professional teaching and research context.

Three themes

In response to my reading and my research, the three themes were developing, and each of these had methodological implications. First, seeing schools as *systems* (perhaps communities), implying a need for the research to *discover* evidence of this systematic nature and how it might change. Second, investigating the purpose and uses of *hierarchy* in schools (and how this relates to schools as developing systems), again, implying a need for the research to discover *evidence* for and explore the *uses* of hierarchies. Third, trying to understand *learning* in schools (learning by individuals and groups in schools, including student teachers, and how this learning is related to school development), implying a need for the research to explore the *use* of the views of school participants in a dynamic, changing, system. These three themes came together in the work on schools as distinctive types of communities, as *learning* communities.

The Stage One school based studies looked in particular at the perspectives of the different people in the schools, and the relationship of these to school organisation, learning and hierarchies in schools. The Stage Two school based study looked at this and more: it looked in particular at school development as a learning process, using the views of participants to support change in the school. In Stage Three, the focus was more narrowly on student teachers, for example looking at the ways in which they marked boundaries – as relatively peripheral

[5] As is noted below, in Chapter II, a lack of a stress on democracy does not indicate any intention in this research to *oppose* 'democracy', or to promote 'anti-democratic' schooling.

members of school communities.

Key groups within a school

The different groups within the school community each had distinct characteristics, informing the research. *Student teachers* appeared to be the most 'ambiguous' of participants in the school, and were therefore especially interesting. They were explicitly both teachers and learners; they had characteristics of both outsiders and insiders (and therefore helped define the boundaries of organisations); they were often in a position to challenge existing perceptions or rôles in a school. Their learning, then, could be difficult to manage, but could open the school up to positive external influences. *Pupils* appeared to be the most 'ignored' of groups, and the group with the lowest status, in several ways. Their views, and the uses to which the views were put, were therefore vital in creating a 'community' of a school, or supporting change out of the diversity of views in a school. *Teachers* appeared to be pivotal in the school hierarchy: it was the relationships between them and the managers 'above' them and the pupils 'below' them, that determined much of the hierarchical structure of the school. Where teachers were able to be learners, or reflective practitioners, this might enable the whole school to develop and support change. *Managers* in the school appeared, like student teachers, to be under enormous pressure to change themselves – as they were in positions controlling development plans, preparation for and responses to inspection, relationships to outside bodies, and so on. Where managers differed from both student teachers and teachers, seemed to be in their responsibility for their own change and for changing the school. They might be expected to learn 'for' the school (this is central to much management training), and if they can build this in to the work of all groups in the school, the school might be able to become a 'learning organisation'.

Developing key concepts

The concept that marked the start of my research was 'support'. For my first interview for a teacher training post, I had considered what a teacher trainer *should* be like, and at the interview I had said that the main job of a tutor would be to support the inevitably fragile student teachers. This complemented MA

work a teacher-colleague of mine had recently done on self-concept development in children and teachers, and it also complemented my reading of Marland's book on being a head of department (Marland 1971) which stressed (as I remembered it) the rôle of the head of department as a supporter of the people who, in most pictures of hierarchies, are generally placed beneath them.

Apparently there was an important choice to be made by people working in hierarchies. 'Lower' could be seen as supporting 'higher', or 'higher' could be seen as supporting 'lower'. Too many people, I thought, were obsessed with the 'upward-pointing triangle' (i.e. with 'lower' supporting 'higher'), and they were perhaps seduced by the sense of power implied by it. The 'downward-pointing triangle' (i.e. with 'higher' supporting 'lower'), on the other hand, was much more attractive to me – seduced as I was, in turn, by the (good) sense of purpose it gave to teaching. Teaching could be seen as working for, or supporting, the pupils, not working for or supporting the school's managers or for the LEA or the Government.

There was a problem of defining support. If you want to support someone, do you do what you think is *best* for them, or do you do what they *want*?[6] Around the end of 1985, I started training for and then doing some counselling myself, and the meaning of support was tested (in the broad sense) over and over. Creative, effective, counselling involved listening – and listening in ways that brought out thoughts the talker may not even have known they had. Good listening had to acknowledge the real feelings of the talker, rather than the feelings they are persuaded they 'should' have. Good listening must also avoid the imposition on the talker of the views of the listener, however subtly this is done. People who needed or wanted support, needed or wanted their different, complex, contradictory, ambiguous feelings or thoughts to be brought out in the open, so that they could be rearranged in a more comfortable or productive way. Support here involved working out what was wanted (or what was *really* wanted, or what was *most* wanted) and how, if at all, it could be achieved. 'What is wanted' may include satisfying diverse and contradictory feelings, and helping

[6] It is an old dilemma. For example, two hundred years ago, Friedrich von Schiller wrote in his *Aesthetic Letters* 'Work for your contemporaries; but create what they need, not what they praise' (Schiller 1967: Ninth Letter).

create a more unified or integrated whole person. Support, recognising unity and diversity, is needed for development or change to take place.

In a school, a Head, or a head of department, or a teacher, cannot of course act in the way a counsellor would act. Teachers have a professional, contractual, framework within which they must work. However, the insights of counselling could be valuable in school teaching. The most important insight I got from counselling was that people (including, especially, troubled people) had, within them, means of helping themselves. Often an apparent 'problem' was itself a means of helping oneself. The example that sprang to mind was the cutting off of feelings (e.g. in the form of depression) exhibited by people when they are not able to accept their perhaps 'unpleasant' or 'socially unacceptable' feelings. Recognising and then exploring what the problem 'really' was, allowed some people to feel better, and a counsellor could help them in this. Work on support, in counselling contexts, suggested to me that there were important choices to be made in hierarchical institutions. Those with power should see their rôles to be supporting those over whom they have power. And they should look for 'immanent', rather than 'transcendent', improvements – i.e. characteristics of the person that allowed for change, improvement, re-sorting, and so on.

In the 1990s, I had opportunities to work in a variety of schools (as teacher, teacher trainer, INSET provider, and consultant/researcher), and became more aware of the characteristics of whole schools that affected the work of all within them. Part of the definition of any institution, of course, included the boundaries of that institution. What I was becoming more sensitive to were the ways in which the characteristics of the whole school were determined, and could be changed or developed. Again, the rôle of management was highlighted, for me, as being a whole-school 'support' activity. The school as an identifiable community, essentially separable from the 'outside world', also became more apparent.

If 'support' was the first key concept, then, this soon led to consideration of forms of social organisation and 'hierarchy' (as hierarchies might be described as 'support structures') within schools. 'Hierarchy' in turn led to the nature of schools as separate organisations, or, as was to emerge, 'communities'. Identifying the distinctive nature of school communities, in turn led to consideration of 'learning'.

From a concern with therapeutic models and 'listening' developed a number of methodological approaches including the key methodological concept of 'sincerity' (developed in Chapter III, below).

Research and professional teaching

At the start of my research, then, its purpose was to investigate within schools the possibility of using a downward-pointing triangle model of management (including the management of pupils) to analyse the possibilities of helping pupils (and teachers, and schools, and so on) to develop and improve (i.e. 'learn'), by building on their own (perhaps hidden) feelings, intentions and beliefs. The three themes emerged (as described above), and for a year and a half (from January 1993 to July 1994), the research continued alongside my professional teaching work, in school and on secondment two days a week to train teachers for the University of London Institute of Education. I had considerable access to the schools in which my students were placed, and opportunities to work with several other schools. After work in the Institute library, doing a literature search and an MPhil proposal, my research got off the ground working with the student teachers I had for the academic year 1993-4. Two of the schools in which my students were placed became the focus of further research, on the views of pupils, teachers and managers, and this became Stage One of the project. I reported to both Stage One schools, in July 1994, and by then had finished my Institute secondment, and had started doing the next stage of research at the school where I had worked from September 1991 to April 1996. The school was interested in the research work I proposed in the Spring and Summer terms of 1993-4, and eventually offered me a 0.2 release from teaching, to complete Stage Two of my research. The centrepiece of my work for this school was to help develop the school's 'Classroom Code', a behaviour and work code for use in lessons, and this provided much material for use within the research project.

My own combination of teaching, teacher-training, research and development, and writing, was itself significant for my research. Learning was as important for me as a teacher, just as for pupils, students and full-time researchers. Supporting others, I had come to realise, involved more listening than talking skills, and teaching required continuous learning. In April 1996, I left school

teaching, to be able to continue research, writing and university teaching. This was a difficult decision: university work was and continues to be much less secure than school work. More importantly, my research was itself demonstrating to me the advantages of school based research and development work, completed by 'insiders'; yet, to continue that work, I had to give up working in schools. In 1997, I started working full time in Brunel University, running a national project on improving religious education and school effectiveness. This new project allowed me to make use of some of the insights provided by the research, in setting up school based development projects around the country.

Throughout my work in teaching, teacher training and research, the concept of 'community' became increasingly important. In later stages of the present research, and the work at Brunel University, 'community' remained a key concept linking the relationships between managers and teachers, to the relationship between teachers and pupils, and to the relationship between individuals and the whole school. 'Learning' might happen in any context (for example, with or without the presence of 'teaching' or schools), but a 'learning community' seemed to capture something essential about how schools might work. Hence, the title of the thesis: 'developing schools as learning communities'.

Chapter II: Literature Review: Schools as Organisations

'things can become really comprehensible ... only *ambulando*[7]'
(Dunne 1997:170)

Introduction

This literature review includes texts from a wide range of traditions. In particular, there are several important philosophical texts, and a number of texts using sociological and psychological approaches. The philosophical texts in general explore the nature of people in society, education and schools through the analysis of arguments and theories of (for example) human nature. Sociological and psychological approaches may make use of these techniques, but are also likely to refer to systematic empirical research to support particular arguments and theories. Although it remains a matter of debate, how far the more 'empirical' studies actually *derive* their conclusions from empirical data, this literature review separates out some of the key philosophical texts. In this way, the distinctiveness of the arguments and conclusions of authors from different traditions is not ignored.

Philosophical foundations are therefore described in the first substantive section of this review. This focuses on issues well beyond the current schooling system, and complements the more empirical work cited, which, whilst drawing on work on organisations and education in general, also investigates current systems of schooling. The more empirical work starts with an analysis of schools as distinctive types of organisations – reflecting the philosophical (never mind sociological and psychological) need for 'rootedness', as promoted by Dewey:

> Philosophy proclaims its devotion to the universal. But as the profession of cosmopolitan philanthropy which is not rooted in neighborly friendliness is suspect, so I distrust the universals that are not reached by way of profound respect for the significant features and outcomes of human experience as found in human institutions, traditions, impelling interests, and occupations. A universal which has its home exclusively or predominantly in philosophy is a sure sign of isolation and artificiality. (John Dewey, *Context and Thought*, quoted in Dunne 1997: 29.)

[7] That is, by 'walking about'. One could compare this with the title of Frase & Hetzel 1990: *School Management by Wandering Around*.

Work on schools as organisations suggests a need for work 'looking outward' and 'looking inward': investigating the boundaries between schools and the wider world, and looking at the relationships of individuals in the school to each other and to the school as a whole. Individuals and groups within a school may have diverse rôles within, and understandings of, the school, and yet there are features that may unify all the individuals – not least the fact of membership of the school itself. Following work on schools as organisations, and unity and diversity within them, learning can be considered in more detail: learning of schools (i.e. school development) and learning within schools. The distinctive learning function of schools is a feature that may unify individual members and schools as organisations, and helps explain in particular the dynamics of change within schools. A view of schools as learning organisations can also be used to help explain the nature of hierarchies within schools. This literature review therefore moves from analysis of schools as organisations to schools as learning communities.

Philosophical foundations

The two philosophers considered in most detail are Aristotle and John Macmurray. Both have worked on education, yet the work referred to here is not primarily their narrowly educational work. The influence of these and other philosophers is often rather obscured in more empirical work on education. In empirical work, theories of social organisation, and the nature of people and of learning, are often either unstated, implicit, or stated as being derived from more recent and similarly empirical work – without possible links to philosophical theories being made clear. This literature review does not claim to outline a history of ideas, and the philosophers cited are certainly not the only ones whose work could have influenced, directly or indirectly, the work of other authors. However, they have influenced this work, and are exemplary in their own ways, so philosophical foundations of the arguments in this whole project are worth considering in some detail.

When studying social organisation, writers often draw on the description of Aristotle of 'man' being a 'social animal' and social groups being 'unions' not merely 'aggregates'. Hence, from the *Ethics*,

> It is a generally accepted view that the perfect good is self-sufficient. By self-sufficient we mean not what is sufficient for oneself alone living a solitary life, but something that includes parents, wife and children, friends and fellow-citizens in general; for man is by nature a social being. (Aristotle 1976: 74[8].)

The *Politics* says that 'man is by nature a political animal; it is his nature to live in a state' (Aristotle 1962: 28). And 'it is not simply a matter of cooperation, for obviously man is a political animal in a sense in which a bee is not, or any gregarious animal' (Aristotle 1962: 28), because

> humans alone have perception of good and evil, right and wrong, just and unjust. And it is the sharing of a common view in these matters that makes a household or a city. (Aristotle 1962: 29.)

The 'political' nature of people is more than just a 'being together': a 'citizen is one of a community, as a sailor is one of a crew' (Aristotle 1962: 107), and 'a state is not a chance agglomeration but, we repeat, a body of men aiming at a self-sufficient life' (Aristotle 1962: 272). Aristotle also deals at some length with the differences between being a 'good man' and a 'good citizen' (Aristotle 1962: 107), suggesting a more complex relationship between individual and society than might have been expected of the Greek tradition, with 'the lesser degree of unity ... to be preferred to the greater' (Aristotle 1962: 58, and see also Howie 1968: 22 on Aristotle's rejection of excessive unity in the state). It is the nature of organisations, broadly based on Aristotle's idea of 'man' being social, that is outlined throughout this literature review.

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[8] The quotation (i.e. πολιτικὸν ζωόν ανθρωπος from 1097b of the *Nicomachean Ethics*, here in the Thomson translation) ends 'for man is born for citizenship' in the Ross translation; in the Chase translation, 'for man is by nature adapted to a social existence'. (See also 'man is a social creature and naturally constituted to live in company', Aristotle 1976: 304.) This could be compared with Wenger's description of 'our own deeply social nature' (Wenger 1998: 3). He goes on to say that '[w]e are social beings' which is '[f]ar from being trivially true' (Wenger 1998: 4).

On more 'practical' issues of social organisation, Aristotle wrote a great deal about the ways in which social groups might be organised, internally and in their relationships with other social groups. For example, he wrote of the need for city walls, to help delineate and maintain sufficient unity within a relatively self-sufficient state (Aristotle 1962: 279-280). He also provided a detailed account of the nature of leadership and 'followership', in a way that may suit models of schools today. A citizen

> is one of a community, as a sailor is one of a crew; and although each member of the crew has his own function and a name to fit it – rower, helmsman, look-out, and the rest – and has therefore his goodness at that particular job, there is also a type of goodness which all the crew must have, a function in which they all play a part – the safe conduct of the voyage; for each member of the crew aims at securing that. Similarly the aim of all the citizens, however dissimilar they may be, is the safety of the community, that is, the constitution of which they are citizens. Therefore the goodness of the citizen must be goodness in relation to constitution ... On the other hand we do say that the good *man* is good in virtue of one single perfect goodness. Clearly then it is possible to be a good and serious citizen without having that goodness which makes a good man good. (Aristotle 1962: 107.)

Leaders, for Aristotle, should properly lead in such a way as to help those lower in the hierarchy.

> The association of a father with his sons has the form of monarchy, because he is concerned for the welfare of his children. ... [I]n a tyranny there is little or no friendship. For where there is nothing in common between ruler and ruled there is no friendship either, just as there is no justice. Their relation is like that ... of master to slave. (Aristotle 1976: 278-279.)

It is therefore the *intentions* of leaders, more than simply the *distribution of power* between leaders and followers (e.g. 'monarchical' versus 'democratic' forms), that concern Aristotle here. Given an inequality in power between teachers and pupils, and between school leaders and teachers, based on contractual distinctions, this approach, more than 'distributive' approaches, might help illuminate school leadership and power relations in school[9].

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[9] It is certainly an approach that would avoid the suggestion to Heads to 'find the balance between autocratic and democratic styles of management', as in Myers 1996: 8. A form of leadership retaining characteristics of both styles, seems impossible, and the suggestion therefore either naïve or meaningless. However, the author might have intended some sort of

Aristotle's work on 'magnanimity', too, might apply with some adjustment to Headteachers or to a teacher in the classroom. The word is a translation of megalopsuchia, described in the Penguin edition as 'magnanimity, proper pride, self-respect – there is no real English equivalent for this very upper-class Greek virtue' (Aristotle 1976: 153). In Stern-Gillet 1995, *ho megalopsychos* is translated as 'great-souled man'. Seeing magnanimity as essentially 'upper-class' is rather misleading, though it would be fair to say it refers to those in more powerful positions. Work on magnanimity may be central to understanding hierarchically-organised institutions, like schools, with its stress on 'leadership' and implications for the 'led'. One might see Aristotle, in summary, as recommending leadership as being carried out for the good of the led, and characterised by a sufficient 'magnanimity'; that being 'led' (at least to the extent of being a citizen, rather than a slave) may include qualities of being a 'good citizen' (aiding the aims of the whole state insofar as this is required by the 'social' nature of a person) and/or of being a 'good man'. 'Agreeing' on the aim of the state (though not, for Aristotle, necessarily an *act* of agreement, but rather having consensus over the overall aim or intention), brings us to the nature of agreement in schools, which is addressed again later in this literature review.

Social organisation and hierarchy since Aristotle

There is a great deal by authors such as Machiavelli or Spinoza, on how to be a 'citizen' (as for example Machiavelli 1970: discourses 16-18, or Spinoza 1951: chapter XX: 257 ff). Both these authors (in common with Aristotle) have written guidance for 'real' leaders, rather than theoretical texts for academics alone. As a consequence, perhaps, both have at times been accused of rationalised political pragmatism verging on cynicism – Machiavelli by a huge number of commentators, Spinoza by commentators such as Yovel. Machiavelli, for example, suggests that a prince 'should appear a man of compassion, a man of good faith, a man of integrity, a kind and a religious man', as '[m]en in general judge by their eyes rather than by their hands' (Machiavelli 1975: 101). Yovel comments on Spinoza's approach to the 'multitude', who should be fed 'false' views, for the benefit of themselves and society. Hence, 'purified religion and the

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distribution of power that is *neither* democratic *nor* autocratic.

rationalized state are ... designed to engender in the multitude the same conduct that the rational model requires, even though it will be motivated by nonrational powers and by inadequate ideas' (Yovel 1989a: 130). Machiavelli's advice has been adopted by modern consultants on management and leadership, as in V (1996), entitled *The Mafia Manager: a guide to the corporate Machiavelli*, or McAlpine (1998), subtitled *the art of politics in business*. However, few in recent years have developed the work, done by authors such as Aristotle, Machiavelli and Spinoza, on being a *follower* – a 'citizen' or one of the 'multitude' – despite the distinct rôles for 'followers' being given in the earlier work. This may in part be a result of embarrassment with the account of followers as incapable of understanding or acting on the theories that might inform leaders[10].

Whereas writers on organisations theory in general have made use of insights developed by philosophers such as Machiavelli, writers on education have made less explicit use of these pragmatic 'political' authors, rather concentrating on organisational theories of early sociologists such as Tönnies or Durkheim. However, the 'rationality' of actions, a key issue for both Machiavelli and Spinoza, is also at the heart of Tönnies' distinction between *Gemeinschaft* (usually translated as 'community') and *Gesellschaft* (usually translated as 'society'), with the latter underpinned by Kürwille ('rational will') rather than Wesenwille ('natural will') (see for example the entry for *Tönnies* in the Encyclopædia Britannica: Britannica CD, Version 1998).

Tönnies's distinctions, developed in the context of rapid social (and organisational) change, seem to have influenced a great deal of subsequent organisations literature, and Durkheim's distinction between mechanical and organic solidarity may have influenced some of the terminology used, and may, more indirectly, help us to link earlier philosophical traditions with modern writing on education. Durkheim's mechanical-organic distinction is based in part on the move from an enforced moral consensus within mechanical solidarity, to the possibility of 'human fraternity' based on a division of labour fulfilling a social end within organic solidarity (see for example Durkheim 1973: 143), in which the

[10] According to Yovel, Spinoza believed in the limited reasoning powers of the masses, suggesting that 'the multitude will, out of its own transformed imagination, be held together by obedience to rational authority, producing the same behavior that reason would produce out of its own sources, so that externally they would coincide' (Yovel 1989a: 32).

individual has a more important (because distinctive) rôle (see for example Bellah's introduction to Durkheim 1973: xxiii-xxiv). Durkheim's writings on the distinction between those societies or social organisations exhibiting 'mechanical' and 'organic' solidarity (as described in Lukes 1973: 147-8) is useful in illuminating the nature of a social institution exhibiting a division of labour (as is apparent in secondary schools, investigated in this project), and also in clarifying the nature of 'agreement' within and 'membership' of such institutions. Work on anomie and the ways in which individuals may fail to 'fit' the society in which they live, may also be helpful when considering ways of interpreting 'disaffection' of school pupils. On education itself, Durkheim gave schooling a key strategic rôle in society – and this no doubt links the social changes providing the context for his whole opus, to the emergence of mass education (as mass *schooling*) in those societies. According to Giddens, '[t]he formal educational system, Durkheim believed, has to play a vital role in the inculcation of the moral attitudes and capacities required in a society oriented towards ... secular ideals' (Giddens 1978: 71). 'Education', broadly speaking, 'is the influence exercised by adult generations on those that are not yet ready for social life' (Giddens 1978: 71, quoting Durkheim's *Moral Education*), in order to 'create sympathy and understanding for others, a capacity to accept change, and an awareness of the potentialities of mankind' (Giddens 1978: 78). The French 19th century historical context of Durkheim's work is one in which the development of 'individualism' and mass education appears to be connected to the development of large scale, industrial, society[11]. However, the history of schooling and society is beyond the scope of this thesis, which focuses instead on some of the fundamental principles underlying school organisation – principles expressed over many centuries, applying to a range of organisations.

John Macmurray on community and schooling

The work of Durkheim, influenced by a scientific, rationalist, approach to understanding people in society, with an appreciation of social psychology, could be said to be related to that of the Scottish philosopher John Macmurray. They shared a concern with the apparent increase in individualism and what might now

[11] Hence, Walter Benjamin identifies 19th Century France as a period of a 'singular fusion of individualistic and collectivist tendencies', Benjamin 1999: 390.

be called 'social exclusion' – forms of anomie or alienation from community or society. Both Durkheim and Macmurray placed school education at the centre of their concerns for developing communities and societies in which people might flourish. However, Macmurray rejected the sense of society as an organism, especially Durkheim's strong sense that 'society is a being, a person' (Durkheim 1973: xx). Cornford notes Macmurray's rejection of both 'mechanistic' and 'organic' interpretations of society, popular from the 17th to the 19th centuries and from the 19th to the 20th centuries, respectively (introduction to Macmurray 1996b: 21). In this way, Macmurray could be thought of as moving beyond Durkheim's approach to social science, although he shares a general concern with education, schooling, and society. Work on the broader issue of the rôle of schooling in society is not central to this project, although such work has implications for some of the 'boundary' work (as described below). However, work on the link between the purpose of the organisation and the most appropriate metaphor or theoretical framework used in describing it, is indeed a central concern. On this latter issue, Macmurray says that 'the state depends upon society and society depends upon community' (Macmurray 1991: 192). 'Religion, on the one hand, and education on the other are the primary needs: the one is the business of the family, to hand on the customary way of life from one generation to the next; the other is the means of extending the spirit of the family beyond its boundaries to the society as a whole' (Macmurray 1991: 192).

Macmurray is centrally concerned with education as provided in schools. Like Aristotle, his views are based on a strong theory of human nature as essentially social. Hence,

> We are not individuals in our own right; and in ourselves we have no value at all, since we are meaningless. Our human Being *is* our relations to other human beings and our value lies in the quality of these relations. (Macmurray 1995a: 72.)

In this way Macmurray, like David Hay more recently (as in Hay 1998), builds a case for a 'communal' or 'relational' view of what makes a person. 'It is the life of the individual that is the *common* life' (Macmurray 1993: 9), 'it is the sharing of a common life which constitutes individual personality' (Macmurray 1993: 37), human life has an 'inherent sociality' (Macmurray 1993: 31), 'the personal is inherently mutual' (Macmurray 1968: 27), and, in summary 'a person is always

one term in a relation of persons' (Macmurray 1968: 149)[12]. Macmurray's approach makes persons-in-relation so central as to avoid the perception that a person is a Cartesian 'individual, autonomous self for whom even "recognising the existence of others" is a problem' (Thatcher in Astley and Francis 1996: 123).

When it comes to schools, these do indeed allow for a 'common life'. They are, for Macmurray, best seen as examples of 'communities', a form of organisation that is positive and personal, in contrast to 'societies' that are negative and impersonal. The 'unity' characteristic of 'community' is different to the 'unity' characteristic of 'societies'. Hence

> [W]e should use the term 'society' to refer to those forms of human association in which the bond of unity is negative or impersonal; and to reserve for the contrasted forms of association which have a positive personal relation as their bond, the term 'community'. A community then rests upon a positive apperception by its members of the relation which unites them as a group. It is a personal, not an impersonal unity of persons. (Macmurray 1991: 147.)

And

> Like a society, a community is a group which acts together; but unlike a mere society its members are in communion with one another; they constitute a fellowship. A society whose members act together without forming a fellowship can only be constituted by a common purpose. They co-operate to achieve a purpose which each of them, in his [sic] own interest, desires to achieve, and which can only be achieved by co-operation. The relations of its members are functional; each plays his allotted part in the achievement of the common end. The society then has an organic form: it is an organization of functions; and each member is a function of the group. A community, however, is a unity of persons as persons. (Macmurray 1996b: 166.)

Macmurray's views on schools as specific examples of 'communities' (in his sense), generated by his philosophical work as well as work with schools, are expressed in unpublished papers. His biographer, Jack Costello, points out that

> The almost complete victories of technology and capitalism in the West and the reduction of education from learning as full personal formation in cultural life to the mere acquisition of discrete "skills" and "tools" for a work

[12] Macmurray's biographer suggests an even stronger version of this view, that, when Macmurray considered himself alone, he just 'crumbled away to dust', Costello: 1998a.

> life affect him deeply. In 1968 [aged 77], he notes in his correspondence that he is attempting to write an essay entitled "Education for a Stupid Society". (Costello 1998b: 24.)

For Macmurray himself,

> the school is a community; and we learn to live in community only by living in a community. (Macmurray 1968: 149-150.)

And a school's

> first principle is that it must be a real community. Not because community is a good thing – I would underline this – but because this is the condition of success in its educational function. Only in a community can a living culture be developed. (Macmurray 1968: 35.)

The possibility of schools being communities is not an 'ideal' for Macmurray. As

> when we try to teach, we must deal with living human beings. We, the teachers, are persons. Those whom we would teach are persons. We must meet them face to face, in a personal intercourse. This is the primary fact about education. It is one of the forms of personal relationship. It is a continuing personal exchange between two generations. To assert this is by no means to define an ideal, but to state a fact. It declares not what education ought to be, but what it is – and is inescapably. We may ignore this fact; we may imagine that our task is of a different order; but this will make no difference to what is actually taking place. We may act as though we were teaching arithmetic or history. In fact we are teaching *people*. The arithmetic or the history is merely a medium through which a personal intercourse is established and maintained. (Macmurray 1968: 5.)

It is not, then, that schools simply 'might' be communities, but rather that they 'must' be communities, and this is central to their educational rôle. However, the distinctiveness of schools as organisations is already implied by the possible absence (or lack of primacy or redundancy) of any 'external' function of a school, and the sense in which members of the school community are present 'as persons'. Hence, groups such as butchers, midwives or non-drinking alcoholics (three of the groups described in Lave and Wenger 1991: chapter 3, or Wenger 1998: chapter 2, described below), would be considered 'associations' not 'communities', as they each have a narrow function. Membership is not of 'persons-as-persons' (Macmurray 1996b: 166), but people joining together for an external function, such as work or avoiding alcohol. Schools, however, for

Macmurray, may be fully 'communities', like families, which themselves are small communities. Hence 'education ... is the means of extending the spirit of the family beyond its boundaries to the society as a whole' (Macmurray 1991: 192), as

> [t]his school community stands between family and the wider community and looks back to the first and forward to the second. For long periods it has to take the place of the family for its pupils: and also it has to mediate between the family and the larger world of adult life. It is able to do this, and to combine in miniature the conditions of each of these, because unlike either of them it has one concern to which everything else is directed – the education of young persons who are entrusted to it. (Macmurray 1968: 35-36.)

It could be noted, too, that the legal position of teachers as being *in loco parentis* strengthens the idea of the school being a 'broadened' family. (See for example Britannica CD, Version 1998: Teaching: General characteristics of teaching: Function and roles of teachers: The doctrine of in loco parentis.) Using ideas of the family in the study of larger social organisations is of course common to many writers, including (in this review) Aristotle on political 'paternalism'. From a psychoanalytical perspective, Mitscherlich notes the problem in the modern world, including the modern education systems, of failure to acknowledge authority, writing of *Society Without the Father*, and consequent 'sibling rivalry' (Mitscherlich 1993: 13-14, title, and 274-275 respectively)[13].

The possible or actual 'familial' nature of schools is described by Macmurray in terms of 'community' (as opposed to 'association'), and in particular the *intentions* of members of the community[14]. 'Any human society is a unity of persons. This means that its unity as a society is not merely matter of fact, but matter of intention' (Macmurray 1991: 127). 'Its continuity is a continuity of action, not of process. Any human society, however primitive, is maintained by the intention of its members to maintain it' (Macmurray 1991: 128). Hence,

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[13] In contrast, a similarly Freudian, if more philosophical than psychoanalytical, approach opposes 'patriarchy' and 'rational education' (Stern 1969: 109). (As Mitscherlich and Stern – not the present researcher – were cousins, perhaps this is an example of some form of sibling rivalry.)

[14] 'Intentions', here as elsewhere, are contrasted with formal structures. They are not contrasted with actions. Intentions, for Macmurray, are of significance only as features of people's activities,

> [t]he exact difference between society and community and the proper relation between them are best recognised by reference to the intentions involved. The intention involved in society lies beyond the nexus of relations which it establishes. In community it does not. (Macmurray 1968: 58.)

In further contrasting societies with communities, Macmurray notes the connection between intentions and 'equality', such that members of a community are

> related *as equals*. This does not mean that they have, as a matter of fact, equal abilities, equal rights, equal functions or any other kind of *de facto* equality. The equality is intentional: it is an aspect of the mutuality of the relation. If it were not an equal relation, the motivation would be negative; a relation in which one was using the other as a means to his own end. (Macmurray 1991: 158.)

This view might be related to the views of John Stuart Mill, that 'the only school of genuine moral sentiment is a society between equals' (quoted by Anderson in Rorty 1998: 333, from Mill's *The Subjection of Women*), and could be contrasted with the views of Rudolf Steiner. For Steiner, teaching is 'the art in which we are given ... living human beings, incomplete and imperfect, whom we are to transform' (Steiner 1996: 15), suggesting a fundamental inequality. This inequality is also suggested by Steiner's 'hierarchy of gratitude', the process by which pupils are expected not only to love their teachers (which is 'a relationship of real mutual love', Steiner 1996: 68), but also to be grateful to them:

> In the same way that you have learned, tried hard to learn to love your teachers, now learn to feel firmly in your heart that you are grateful to your teachers, so that when you ask yourselves, "Am I grateful to my teachers?" you can honestly and heartily say, "Yes, I am grateful."' (Steiner 1996: 53.)

There is no suggestion by Steiner of any corresponding gratitude of teachers for their pupils, hence the apparent contrast with Macmurray's 'equality' of relationships in schools. Macmurray's insistence on equality, based on intentions rather than formal 'political' equality, again takes us back to Durkheim. For Durkheim, a division of labour, in which different people have quite distinct rôles, can yet be compatible with (organic) solidarity.

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as can be seen in the quotations that follow in the text, above.

> Society has consecrated the individual and made him pre-eminently worthy of respect. His progressive emancipation does not imply a weakening but a transformation of the social bonds. The individual does not tear himself from society but is joined to it in a new manner, and this is because society sees him in a new manner and wishes this change to take place. (Durkheim 1973: xxiv, quoted from *Sociology and Philosophy*.)

In a similar way, Macmurray identifies the way in which membership of a community, including a family, simultaneously involves an assertion of difference – allowing for unity and diversity to coexist. Hence,

> we at once assert ourselves as constituent members of the society while opposing it to ourselves as the "other-than-I." So the child discovers himself as an individual by contrasting himself, and indeed by wilfully opposing himself to the family *to which he belongs*. (Macmurray 1996b: 129.)

It may be possible to see in this view of Macmurray an acknowledgement of the German Idealist tradition, as in Hölderlin's poem *The Root of All Evil*, which says that 'Being at one is god-like and good, but human, too human, the mania // Which insists there is only the One, one country, one truth and one way' (Hölderlin 1990: 139).

When it comes to power and democracy, Macmurray insists on justice being 'moral' (hence, we have 'a moral obligation to maintain the law as the necessary means to justice', Macmurray 1991: 196), whilst political institutions are essentially technological devices. He warns that

> the destruction of personal values ... is likely to be swift and catastrophic. The root of the error is to be found in the illusions of the romantic movement, and it consists in assigning religious functions to the State; in looking to political organization to create community amongst men. "Liberty, equality and fraternity" do, as we have recognized, constitute community. For this very reason they cannot be achieved by organization; yet the democratic revolutions proclaimed them as the goal of politics. To create community is to make friendship the form of all personal relations. This is a religious task, which can only be performed through the transformation of the motives of our behaviour (Macmurray 1991: 198.)
>
> Law then is a technological device, and the State is a set of technical devices for the development and maintenance of law. Now the value of any device lies wholly in its efficiency. To personalize the State, to assign it the religious function of creating community, to make it an end in itself

> and ascribe to it an intrinsic value, is, in fact, to value efficiency for its own sake. It is to make power the supreme good, and personal life a struggle for power. This is the height of unreason. For power is merely a general term for the means of action. ... The accumulation of wealth, the accumulation of knowledge, the accumulation of territory and many other general means of action can be pursued for their own sake, simply by postponing the question of the use to be made of them in the long run. But if the question is not postponed but ignored, there arises a conception of power as an absolute end, and corresponding to it a way of life which consists in the exploitation of power for its own sake. (Macmurray 1991: 198-199.)

The 'politics' of a community or organisation, i.e. the distribution of power, is not the key issue, then, for Macmurray. Even with respect to the state, *intention* is more important than who has power, and whenever the state takes over the rôle or control of communities, it goes beyond its proper function. For schools, if they are communities, there is therefore likely to be less concern with the distribution of power, and more with the intention of members of the school. This requires

> the elimination of fear or anxiety from the personal relations of all members of the staff, and so of aggressiveness and submissiveness which are expressions of anxiety. The master-servant relation must disappear. [Yet t]his is quite compatible with an organised difference of functions in which one person has to make decisions and another to carry them out. Indeed it is the key to smooth and harmonious functioning of the system of co-operation. (Macmurray 1968: 37.)

This is echoed in the advice of Barth, who says that the

> biggest problem besetting schools is the primitive quality of human relationships among children, parents, teachers, and administrators. Many schools perpetuate infantilism. ... This leads to children and adults who frequently behave like infants, complying with authority from fear or dependence (Barth 1990: 36.)

The view could also be compared with the statement of educational psychologists Newton and Tarrant that

> Looking after somebody also means looking after oneself. Unhappy, stressed workaholics are not good role models for young people and are unlikely to retain the good humour and positive attitudes required. There is no merit in any occupation in allowing it to damage you or others. (Newton and Tarrant 1992: 194.)

For Barth, the elimination of fear means treating teachers as 'colleagues' so that

they 'become grown-ups' (Barth 1990: 36), whilst for Macmurray,

> the school must care for and provide for a full and free adult life for the members of its staff. ... The tendency to sacrifice the adults to the children is as disastrous as it is widespread. (Macmurray 1968: 37.)

It is the combination of membership of community with a distinctive sense of pupils' and teachers' individuality – with these being complementary rather than in opposition – that most helpfully links Durkheim, Macmurray, and the nature of schools as communities. The sense of a community or society having members whose *intentions* (as members) are significant, and who are able to be fully members of the community, without necessarily having equality of *functions*, links not only Durkheim and Macmurray (for whom community members are 'related *as equals*', though they may not have 'equal functions or any other kind of *de facto* equality', Macmurray 1991: 158), but Aristotle, too, on the nature of leadership.

The remaining sections of this review investigate further the literature related to schooling, ranging across sociological and psychological texts. Having ended the 'philosophical foundations' section with schools as communities, these remaining sections investigate some key issues in social organisation, and school organisation (in particular 'community', 'hierarchy' and related 'political' issues), working towards an idea of schools as distinctive organisations concerned with learning. Important to this work, in turn, is the idea of 'social change' (with 'change' viewed broadly as learning), and the quite specific issue of 'learning'. Schools as 'learning communities' requires consideration of teachers', as well as pupils', learning, and this issue is further illuminated by the special case of student teachers, whose position may help explain the nature of learning within schools.

Organisations, hierarchies, and schools as communities

Social organisations and schools

Here, there is a focus on theories or metaphors of organisation, including school organisation, especially the 'mechanical' and 'organic' metaphors and responses

to them. The word 'metaphor' is chosen in recognition of the work of writers such as Morgan. For Morgan,

> The basic premise on which the book builds is that our theories and explanations of organizational life are based on metaphors that lead us to see and understand organizations in distinctive yet partial ways. Metaphor is often just regarded as a device for embellishing discourse, but its significance is much greater than this. For the use of metaphor implies *a way of thinking* and *a way of seeing* that pervade how we understand our world generally. (Morgan 1986: 12.)

Such theories or metaphors have been described in an immense literature, summarised for example in Morgan's (1986) review and analysis of organisational research. In recent years much of this theorising has been used in the study of how schools work, such as Beare et al 1989 (a report of a school improvement project using IMTEC methodology) or Bacharach and Mundell 1995 (a collection of research reports and theorising essays on school rôles and organisation) or McLaughlin et al 1990, chapter 8 (a review of literature on organisational change). Organisations theorising can be categorised in many different ways. One categorisation common both in general and school-centred organisations work is of more 'mechanical' and 'organic' approaches. Perhaps this terminology was derived from the work of Durkheim, on 'mechanical' and 'organic' solidarity of small- and large-scale societies, as considered above, although the *concepts* as used in organisations theories seem to be closer to those of Tönnies – with 'mechanical' organisations seeming to bear a similarity to Tönnies' *Gesellschaft* ('society'), and 'organic' organisations being similar to Tönnies' *Gemeinschaft* ('community'). The mechanical-organic categories form the first two substantive chapters of Morgan 1986, and within school research, it is this categorisation that is used in Bacharach and Mundell 1995 – notably the chapter by Rowan on finding the best compromise between mechanistic and organic structures. Hopkins, in a critical account of school improvement work centred on a report of a development project (the *Improving the Quality of Education for All* project), refers to mechanistic and organic approaches to school improvement, '[t]he mechanistic or step-by-step approach provides us with guidelines as what to do; the organic approach suggests principles within which schools are likely to flourish' (Hopkins et al 1994: 70).

However, a significant amount of school based work has attempted to go beyond

the mechanical-organic division, just as Durkheim attempted to go beyond Tönnies' categories and Macmurray attempted to go beyond 'mechanistic' and 'organic' models of society (as described above). Four examples are mentioned here.

Ball (1987) is a theoretical work grounded in previous case studies and original interviews, such that the 'categories and concepts employed emerged from the scanning and analysis of data' (Ball 1987: viii). He is concerned that considering a school as a single system (however described) will ignore the goal diversity and the relative autonomy of individuals and groups within the school. 'I take schools, in common with virtually all other social organisations, to be *arenas of struggle*; to be riven with actual or potential conflict between members; to be poorly co-ordinated; to be ideologically diverse' (Ball 1987: 19). This issue of diversity, and the possible conflict deriving from it, is addressed in more detail later in this literature review. Yet it is worth considering Ball's work in a little more detail here. For him, the 'sociological analysis of educational change in recent years has, for the most part, been focused either on the all-embracing effects and implications of structural movement (be it cultural or economic in origin) or on the responses, adaptations and strategies of individual actors', ignoring 'the work group and the organization – what might be called the meso-level. The first has been left to social-psychologists, the second to the tender mercies of organizational theory' (Ball 1987: 3). In common with Durkheim (notwithstanding some interpretations of Durkheim as a crude functionalist interpreting all conflict as pathological), Ball wishes to see a distinctive rôle for sociology, including

> explaining or describing intra-organizational conflict or contradiction. Conflict is not necessarily totally ignored in [organisations] work but is regarded, within the logic of the paradigm, as aberrant and pathological. The emphasis is upon remediating or managing conflict, treating it as though it were a disease invading and crippling the body of the organization (Ball 1987: 4.)

Ball's 'micro-political' perspective is contrasted with that of 'organizational science', with the former allowing for 'goal diversity' and 'conflict' whilst the latter requires 'goal coherence' and 'consensus' (Ball 1987: 8). Yet although Ball suggests that schools 'are typically lacking in ... consensus', and that 'the *structure* of schools allows for and reproduces dissensus and goal diversity' (Ball

1987: 11-12), he does at least allow for schools to be seen as more consensual communities:

> At times schools *are* run as though they were participative and democratic: there are staff meetings, committees and discussion days in which teachers are invited to make policy decisions ... At other times they are bureaucratic and oligarchic, decisions being made with little or no teacher involvement or consultation, by the head and/or senior management team. (Ball 1987: 9.)

It is the possibility of such consensual, if not 'democratic', communities that the present project will explore[15].

A second example of school research going beyond mechanical-organic organisational structures is that of Dalin, who has worked on school improvement projects from the IMTEC organisation, reporting the research and development work in a series of books, e.g. Dalin and Rust 1983, Dalin et al 1993. Dalin describes 'mechanistic' school organisations as complex and stable, 'organic' organisations as simple and dynamic. He adds another possibility, of schools as complex and dynamic. This model he describes as a 'systematic learning organization' (Dalin and Rust, 1983: 62), although, to confuse the terminology, Dalin later refers to the 'learning organization' as the 'organic school' (Dalin et al 1993: 17). His earlier use of 'organic' appears to be of a small-scale system, whereas the later use refers to a larger-scale (hence more complex) system. In the earlier use, Dalin seems closer to Tönnies concept of *Gesellschaft*; in the later use, Dalin seems closer to Durkheim's organicism (as described above, and also in Lukes 1973: 147-8). It is this later use that therefore more closely matches the approach used in the present project.

A third way of going beyond 'mechanical' and 'organic' models is given by Frederickson, who theorises models, grounded in her work in educational psychology. Frederickson (in Jones and Frederickson 1990, and see also Frederickson 1990) develops a way of applying 'soft systems methodology' (SSM) to work done in schools. She sees this as a way of going beyond the limitations of both 'organismic' and 'mechanistic' systems approaches, and

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[15] The distinction between 'democracy' and 'equality', in the present project, is discussed at various points.

therefore recognising the changeable nature of organisations and the variety of goals held by people in organisations. SSM is applied by Frederickson to the work of educational psychologists in schools, and the work of such 'outsiders' is considered again, below. Similar work on SSM within educational psychology is that described in Dyson and Gains (1993), with respect to special educational needs, and Newton and Tarrant (1992), with respect to managing change in schools. SSM approaches, according to Frederickson, look at whole (or 'holistic') systems whilst recognising the rôle of individuals within that system – and this theory has apparently particularly informed practice within family therapy. The limitations ascribed to both 'organismic' and 'mechanistic' systems approaches, in analysing social organisations, include a functionalist reification of (changeable) social organisations, ignorance of the meaningfulness and motivationalness of human behaviour, and (as has been described by Ball, above) ignorance of the variety of goals held by different people in the organisation.

Frederickson sets the goals of SSM as including effective action rather than understanding for its own sake, and the use of action research as a useful approach to problem-solving. The rôle of someone (an 'analyst') using SSM in school is

> more analogous to a therapist than to that of an external expert in techniques related to problem content. ... This of course implies that the analyst is himself [sic] an actor in the problem situation. (Jones and Frederickson 1990: 138.)

It is interesting to note that although Frederickson sees herself as specifically going beyond 'organismic' approaches to schools, SSM, as described by her, is itself derived from the work of Checkland and others working on the nature of 'living systems', making use of the theory of 'autopoiesis' originally developed by Maturana and Varela (see for example Newton and Tarrant 1992, and Mingers 1995, *passim*). (This issue is addressed once more, below, in the section on change.) Yet the work in this tradition does clearly go beyond some of the simpler, undifferentiated, 'organic' models of organisations. With respect to the social organisation being able to be seen as, or as like, a living thing, it is perhaps influenced more than is acknowledged by the broadly 'organic' but not 'functionalist' approach of writers such as Durkheim – as quoted above on society as 'a being, a person' (Durkheim 1973: xx).

Ball, Dalin and Frederickson certainly share an appreciation of a complex relationship between the individual and the whole school, in Ball's and Frederickson's cases based on individual (and group) ideologies or meanings being distinct from school ethos, in Dalin's case based on personal, individual, mastery being possible only in a complex-dynamic school system. Morgan would presumably categorise Ball's work under the title 'organizations as political systems' (Morgan 1986, chapter 6), because it focuses on power relationships, and the work of Frederickson and Dalin under the title 'organizations as flux and transformation' (Morgan 1986, chapter 8), because it focuses on changeable or 'soft' systems. What all three have in common is an attempt to take account of both the relatively autonomous individuals (and, especially for Ball, groups) within the system, and the nature of the system as a whole. It is not suggested here that they are the first to take account of both these 'levels' of study, as Aristotle's account, in the previous section, indicates. However, the analyses of Ball and of Frederickson are good current examples of work in this field. They do not, though, attempt any special analysis of school organisation as different from other organisations. Ball studies schools but is comfortable using phrases like 'schools, in common with virtually all other social organizations' (Ball 1987: 19); Frederickson explicitly applies SSM to any 'fuzzy' 'real world messes' (Jones and Frederickson 1990: 162). It is therefore only in work such as that of Dalin (of those addressed by this section) that schools as *distinctive* forms of organisation are analysed. However, all three are keenly aware of the 'dynamic' nature of schools (and other organisations) in their accounts.

It is the ways in which schools change, and change themselves (as well as or instead of change being imposed from the outside), that interest all the authors. Change may be seen as a potential source of 'school improvement' (Dalin), as a kind of 'therapeutic' development (Frederickson), or as an arena of political conflict and its resolution (Ball), but, always, change is to be taken account of at the level of both the individual and the organisation. The following two sections, therefore, address schools as distinctive forms of organisation, and the nature of change in schools.

Schools as distinctive organisations

Since the present project aims to develop a way of understanding school organisation, work on how schools can be seen as distinctive forms of organisation, as in the approach of Dalin, rather than simply as examples of social organisations, is clearly valuable. This in turn acknowledges Dewey's need for 'rootedness' mentioned in the introduction to this literature review, i.e. a 'profound respect for the significant features and outcomes of human experience as found in human institutions, traditions, impelling interests, and occupations' (quoted in Dunne 1997: 29). Dalin's work focuses on change as learning, on schools as learning organisations, and on members of the school community as learners. It therefore makes a strong case for a distinctive view of schools. Non-school organisations have previously been analysed in terms of 'learning organisations' (with this general 'learning organisations' approach central to the work of Senge and others, as in Senge 1990, further reviewed below), but the metaphor of the *learning organisation*, filled with learning individuals, is or can be distinctively applied to schools. Aspinwall and Pedlar, in an article reviewing theorising about organisations work, point out that 'it is perhaps a matter for serious thought that the proponents of organisational learning have not rushed to schools as a sure and certain reservoir of good practice in this area' (in Fidler et al 1997: 240).

How, then, can schools be viewed as 'learning communities'? The school's central function itself can be seen as learning. Barth can write, in his narrative account of setting up a 'Principals' Center', that the Head's job is to 'build a community of learners' (Barth 1990: 37 and *passim*), and to be the '*head learner*' (Barth 1990: 46, original emphasis). Collarbone, prior to starting as Head of a similar centre in London, says that 'Education is not something done *to* children – it's something done *with* them. ... I see the head as the lead learner of the institution' (quoted in Passmore 1996). Similarly, Myers can write that '[i]n an effective school, everyone – pupils and adults – is a learner, and learning takes place at all levels in the organization' (Myers 1996: 11), and Hopkins, in an article contextualising the school improvement work of the IQEA project, talks of school improvement being 'a process that focuses on enhancing the quality of students' learning' (Fidler et al 1997: 218). This, like the work of Dalin and others, goes

beyond 'the learning organisation' being merely a *metaphor* for effective organisation. Barth, in addition, links the learning to the *community* nature of schools, and to leadership:

> Central to my conception of a good school and a healthy workplace is community. In particular, I would want to return to work in a school that could be described as a *community of learners*, ... And I would readily work in a school that could be described as a *community of leaders*, where students, teachers, parents, and administrators share the opportunities and responsibilities for making decisions that affect all the occupants of the schoolhouse. (Barth 1990: 9.)

Some writers go even further, and stress how learning as a characteristic feature of schools gives schools a special rôle in 'learning societies'. Hence, John Dewey, in the aptly named *Democracy and Education*, writes of 'democracy' as 'more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience' (Dewey 1916: 87), and therefore of education in general and schooling in particular having a special, distinctive, place in democracy. As Coffield says,

> It would ... be a mean spirit who did not recognise in Dewey, as in Durkheim, a lively enthusiasm for education's potential as a liberating force and as a creator of social solidarity and renewal.
>
> [Dewey] begins [his educational *Credo*] as follows: "I believe that all education proceeds by the participation of the individual in the social consciousness of the race ... the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes an inheritor of the funded capital of civilisation".
>
> ... Dewey ... ended his *Credo* as follows: "I believe, finally, that the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life. I believe that every teacher should realise the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth. I believe that in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God". (Coffield 1997.)

Similarly, if with a less religious tone, Goodlad's reflective lectures stress the special place of schools in 'democracies' where 'the whole community must be educative', yet 'national ends must not dictate the educational journey of self-transcendence' (Goodlad 1997: x). Furlong and colleagues extend the rôle of democracy and education by completing a large-scale analysis of teacher

training, with a plea, in the final words of the book, for 'democratic' teacher training:

> the next re-formation of teacher professionalism needs to be one in which we consider how to harness teachers' professional expertise to a new democratic project in the state and civil society. (Furlong et al 2000: 177.)

Macmurray's work, described in an earlier section, highlights the distinctiveness of schools, as having no necessary 'external' function. This is also suggested by Ball in his comparison of 'educational markets' and 'comprehensive values'. Comprehensive values, contrasted with 'market values', stress the individual needs of pupils and the principle that the education of all children is 'held to [be] intrinsically of equal worth', rather than being 'valued in relation to costs and outcomes' (Pring and Walford 1997: 77). Both the lack of 'external' function, and school membership of 'persons as persons' are to be demonstrated with respect to actual schools, and one of the aims of the project is to investigate 'community' aspects of the schools studied, in terms of functions and members being seen as 'persons'. In such ways, there are approaches to schools as distinctive organisations, already at least partly developed in the current educational literature – even if the distinctiveness of schools is rarely a central concern of empirical studies more often focused on generic organisations theories.

Unity, diversity, and hierarchy in schools

The 'political' nature of schools – schools as arenas of potential or actual conflict and contrasting perspectives – must be considered in any account of the ways in which schools are organised. To start this analysis, consideration is given to the presence of both 'unity' and 'diversity' in schools. Within schools, the ways in which unity and diversity are promoted or expressed has been studied in various ways. For example, Ball, 1987, focuses on intra-organisational conflict, Bacharach and Mundell 1995, on creating a unifying culture, DfE 1994a on creating whole-school unity through worship, and DfEE 1998b, on staff training intended to create unity amongst teachers. Brown (1995) takes from Fullan (1993) the need for individualism and collectivism to have equal power. Amongst pupils, unity and diversity have been studied in terms of pupil sub-cultures (as in Hargreaves 1967, Willis 1977, Ball 1981), and also in terms of contextual

expectations (as in Carrington and Troyna, 1988, also referred to in the methodology chapter, below).

Other, rather fewer, works look at diversity within schools as an opportunity for whole-school development[16]. Dalin says that 'conflicts are in fact opportunities' (Dalin et al 1993: vii; see also Dalin and Rust 1983: 46, quoted below), suggesting that the need (or the perception of a need) for a solution to differences or disagreements can itself provide the basis for school development initiatives. Reynolds notes that the variation in practice within any one school (including a school labelled 'ineffective') should be exploited, as

> even within such schools there will be *relatively* good practice. Given that the range of variation by department *within* schools is probably three to four times greater than the average variation *between* schools ..., then it is likely that the typical ineffective secondary school will have some departments which have relatively good practice *when compared with all schools of all levels of effectiveness*. It is of course highly likely that there will be problems within the ineffective schools in actually making purposive use of their variation by utilizing the experience and excellence of their effective departments. But the existence of such effectiveness is a potential resource that few have considered to date. (In Stoll and Myers 1998: 167.)

Similarly, Barth considers the positive features of diversity amongst both staff and pupils:

> I would not want to leave a school characterized by a profound respect for and encouragement of diversity, where important differences among children and adults were celebrated rather than seen as problems to remedy. (Barth 1990: 9-10.)

Wehlage looks at diversity amongst pupils (and within the lives of individual pupils) as a justification for particular approaches to whole-school organisation, also noting that '[h]aving emphasized the critical issue of diversity, we must concurrently recognize that all adolescents share some common needs and goals that schools can help them meet' (Wehlage et al 1989: 27). There is a recognition by Meyerson and Martin that organisations need not have

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[16] This approach can be distinguished from those works focusing on how people or schools can exploit 'faults' or 'mistakes' – as for example Stoll and Myers saying that '[m]ost of us learn through and from our mistakes' (in Stoll & Myers 1998: 5). Examples of commercial organisations exploiting diversity can be seen in the conference described in IQPC 2001.

'homogeneous' cultures, as change will be most likely to arise from differentiated and ambiguous cultures (Meyerson and Martin, in Harris et al 1997: Chapter 4). Allowing for an intentional unity to be created by diverse individuals is implied by each of these approaches, and this too complements Macmurray's approach to communities and schools. It is the *act* of gaining agreement that is central to such an approach. One of the principles behind the continuation of part of the 'Success for All' approach to teaching, was a requirement that 80% of staff vote to maintain the system: a simple requirement that appears to be all too rarely used with respect to new educational initiatives (Slavin and Madden 2001: 44, originally reported in Slavin et al 1996). Other examples include Dalin and Blatchford. Dalin makes use of the GILs (guides to institutional learning) to produce 'agendas for change', and he implies the need for teachers, and to a lesser extent pupils, to *choose* to change, as self-reliance and independence cannot be forced (Dalin et al 1993: 82-3). For Blatchford, whole-school agreements may be useful in developing better (less conflict-ridden) playtimes (Blatchford 1989, Blatchford and Sharp 1994).

For school departments, there has been work on attempts at boundary-maintenance (therefore breaking down the unity of the whole school) and the relationship of such sub-groups to the whole school. For example, Farmer and Knight describe the nature of autonomy and distinctiveness of history departments, in a guide for heads of department (Farmer and Knight 1995). Gordon refers more generally to school faculties (departments), referring in passing to Bernstein's work on boundary-maintenance of school subjects (Gordon 1984, and see also Bernstein and Daniels in Daniels 1993: Foreword and Chapter 3, respectively). This work is extended by Siskin's more analytical account of departments as 'realms of knowledge', defined and therefore bounded by jokes and stereotypes (e.g. Siskin 1994: 151).

Each of these approaches describes, and to a different extent encourages, some form of diversity within schools, and the need to maintain diversity is also stressed in work on controversial issues in the school curriculum. For example, Rudduck writes about the need to deal with such issues whilst protecting the divergence amongst pupils (Rudduck, in Wellington 1986). Yet avoiding a forced consensus, and allowing diversity, is clearly not the same as avoiding attempts at

gaining specific agreements in order to help make the school more like a 'community'. Bush stresses consensus without 'contrived' collegiality (in Harris et al 1997: chapter 7), and Lukes (in Lukes 1974) writes about the danger of gaining 'artificial' agreements where people are persuaded that their 'needs' or 'wants' are different to what they 'should' be, in a philosopher's account of theories of power that refers back to Marxist accounts of false consciousness, and complements some of Macmurray's work, described above. It is such approaches to unity, and to continued diversity, that are central to this research.

Just as unity and diversity (in some senses) can coexist, equality (if not democracy) and hierarchy may coexist. Here, hierarchy is considered as a dimension of diversity, just as equality is considered a dimension of unity.

There has been a tendency to underplay the hierarchical nature of schools, with Fidler suggesting that 'hierarchical' structures are to be contrasted with (preferred) 'collegial' structures (Harris et al 1997: chapter 6), and Barth stressing the need to regard all teachers as leaders (in Lieberman 1988: chapter 7, and Barth 1990: 171-172). Yet the rôles and activities of different groups of professionals working in school communities, and pupils and other non-professional participants, are clearly differentiated, and describing the distinctions as delineating hierarchies need not imply a lack of *any* 'equality'. That is the point already made by Macmurray, above. It is the *nature* of the rôles of school leaders, of teachers, and of pupils, that is studied in this research.

Leadership in schools (and beyond) has been much studied, 'followership' less so. On leadership, Goodchild and Holly stress the 'dynamism' needed for leadership (Goodchild and Holly 1989), Grace writes of school leadership in its historical context (Grace 1995), and Goldring describes leaders as boundary-spanners between the school and its environment (in Bacharach and Mundell 1995). The same collection of research reports and analyses includes work by Bolman and Heller on leadership of people within the school, focusing on the history of management and leadership theory, from scientific management to the postmoderns (in Bacharach and Mundell 1995). Meanwhile, Blase and Anderson stress the micropolitics of leadership, analysing cultures of leadership from a symbolic interactionist perspective (Blase and Anderson 1995). For them, an

'open' style is 'characterized by a willingness to share power'[17], whilst a closed style is 'characterized by an unwillingness to share power'; transactional approaches are 'largely based on exchange relationships between leaders and followers', while transformative approaches are 'oriented towards fundamental change, the object of which is the raising of the consciousness of leader and follower alike' (Blase and Anderson 1995: xiii-xiv). In contrast, a London Headteacher simply notes that

> The isolation and loneliness is the most difficult thing. I underestimated the pressures from all the different audiences you have to respond to. (Huw Salisbury, quoted in the 'Lonely Leaders' article, Times Educational Supplement 1996.)[18]

However well-meaning are 'leaders', and however much 'followers' may agree with their 'leaders', there is a difference in power between them[19]. 'Politics', however described, remains an issue of power. On 'followership', Jenkins writes of the qualities of what he terms 'followship' (in Fidler et al 1997), whilst pointing out the light that an analysis of such qualities throws on 'leadership'. Yet there appears to be little else explicitly on how to 'be' a non-leader in the recent literature on schools. (Hence the account, in the philosophical section of this review, of work by philosophers such as Aristotle, Machiavelli and Spinoza.) There are at least three ways in which 'followership' might be understood, derived from some of the more theoretical work described elsewhere in this review. Firstly, as in Aristotle (and to a lesser extent, Machiavelli and Spinoza), followers may share common 'whole community' aims, so that followers can be judged by their contribution to the maintenance of the whole state: hence Aristotle's description of a 'good citizen', quoted above.[20] It should be noted that Aristotle separates the issue of being a 'good citizen' from the distribution of power within

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[17] The issue of whether this is indeed a matter of sharing power (i.e. increasing democracy) or of respecting the views of others (i.e. being in some respects 'egalitarian', but not necessarily increasing democracy) is tackled elsewhere in this thesis.

[18] It is not just headteachers who express loneliness of course. MacBeath describes the rôle of the consultant (or 'critical friend') as 'in some ways a lonely and exposed role' (in Stoll & Myers 1998: 129).

[19] That these 'power' relationships may change over time, and therefore need to be seen in historical contexts, is evident in the work of Ball (1994: 93) and Grace (1995 *passim*). This issue is not, however, a significant one in the current research.

[20] Written in a period of considerable disagreement over 'whole community' aims, Mitscherlich

a state. One could be a 'good citizen' within a monarchy or aristocracy or 'polity', but this would be difficult within the 'deviant' forms, i.e. tyranny, oligarchy or democracy (Aristotle 1962: 116).

Secondly, as in Lave and Wenger (e.g. Lave and Wenger 1991, or Wenger 1998, described below under 'Learning Schools'), they may be seen as more-or-less legitimate peripheral participants, so that a 'follower' (such as an 'apprentice' non-drinking alcoholic) might be judged by their continued effort to become (or success at becoming) more of an 'old timer' (such as an experienced non-drinking alcoholic able to support 'apprentices'). In this sense, leadership and followership would be temporary, cyclical, states, rather like the cyclical nature of family position, from being a child to being a parent to being, perhaps, an elder cared for by younger people. A third way of describing followership, more in tune with the work of Macmurray, would be to see all people in true communities as being full members, as themselves, with no over-riding external function (i.e. followers are not necessarily acting for the benefit of the community as a whole), yet having less power over the technological means by which the community is enabled to function (as described above).

These three interpretations of 'followership' might be illustrated if, for example, a 'whole school aim' were to be 'academic excellence, measured by examination results'. For Aristotle, all in a school might be aiming for successful examination results; good leaders would be those who helped followers gain those results; good followers would themselves contribute to good results. For Lave and Wenger, the school might be regarded as a community of examinees, with the 'leaders' (teachers) those who have already proved themselves as examinees, and 'followers' (pupils) those who are gradually becoming inducted into the community of successful examinees. (Wenger notes the problems associated with schools being too 'self-contained' such that '[s]chool learning is just learning school', Wenger 1998: 267.) For Macmurray, examination results could not be an over-riding aim of a school-as-community (in fact, he suggests that if 'the examination system frustrates your efforts to educate your pupils ... [t]hen let's get rid of it', Macmurray 1979: 13[21]), but we might 'postpone' the question of the

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1993 also highlights the importance of the ability of non-leaders to *object* to the actions of leaders.

[21] The even stronger (because not conditional) view, that 'the major alteration required to make

final aim of such results and treat them as a significant means to some future end, and *in that respect* leadership and followership might be judged in one of the ways described above for Aristotle or Lave and Wenger.

The important issue to stress is that the politics of agreement, in any of these systems, is concerned with what is agreed, and the intentions or aims of those agreeing, rather than any simple measure of the power differences between 'leaders' and 'led'. 'Agreement', as already described with respect to unity and diversity, above, is tested by situations in which people fail to agree. Although those who fail to agree may remain in the school-community, in some circumstances they may withdraw, or be excluded, from the community. Pupils, teachers and others may be or feel excluded in different ways. Regulations on excluding pupils from schools are set out in central and local government documents such as Department for Education 1994b, and guidance on dealing with teachers who may in the end be sacked is provided by books such as Potter and Smellie 1995, or Lawrence and Vachon 1997 (with the delightful title *The Incompetent Specialist: How to Evaluate, Document Performance, and Dismiss School Staff*). However, the situation is more subtly described by writers such as Salmon and Wehlage. For Salmon, schools typically fail to engage many of their pupils. 'The high rate of truancy, the disruptive behaviour in classrooms, the falling behind of whole groups of children: these things speak of an educational system that is failing to engage a high proportion of its clients' (Salmon 1998: 10). She goes on to describe this 'failure to engage':

> For a minority, the "kings of the school", the gang represents a context of personal recognition. But for every winner, there are many more losers – young people who feel alone and vulnerable in the heaving numbers in the playground or the lunch hall. This lonely crowd bestows no sense of collective belonging, but only anonymity and alienation. (Salmon 1998: 32.)
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> As institutions, schools are not merely asocial places in which to be; they are, in some senses, positively anti-social. It is not just that they do not set

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our method of education truly effective ... [is] the abolition of the examination system' (Macmurray 1968: 2), is not given here, both because it would make the argument clumsier, and because the apparent view expressed in that quotation (probably written in 1941) was not borne out in his subsequent management of courses at Edinburgh University as Professor within, then Dean of, the Faculty of Arts. Jack Costello, his biographer, talked (in an address to a conference on Macmurray) of the meticulous care with which he would mark and monitor examination scripts whilst at Edinburgh. (See also Somerville 1999, quoted in Stern 2001, confirming this view.)

> out to foster the development of mutual appreciation and respect between pupils; to some extent they actually undermine such development. (Salmon 1998: 34.)

The extent to which these descriptions are *typical* of schools might be questioned, yet it is clear that some such situations exist. As an alternative to describing 'typical' schools, Wehlage looks at how schools can overcome actual, and feelings of, exclusion. He gives accounts of how schools can create genuine 'school membership' (also referred to earlier in this chapter):

> Our findings suggest that careful attention by adults to social relations produces school membership for at-risk students, and that this membership depends upon specific commitments and practices by adults. School membership becomes a fundamental concept in the theory explaining how schools can prevent students from dropping out. (Wehlage et al 1989: 47.)
>
> School as a community of support is a broad concept in which school membership and educational engagement are central. School membership is concerned with a sense of belonging and social bonding to the school and its members. Educational engagement is defined as involvement in school activities but especially traditional classroom and academic work. (Wehlage et al 1989: 223.)

This analysis is also applied to teachers, who also should be able to be 'members' of the school community (Wehlage et al 1989: Chapter 6 'Teacher culture and school structure'). Some of the most pertinent work, however, is in defining the aims of the school-as-community. Pupils should 'learn to act in [their] own self interest' (Wehlage et al 1989: 10), with academic achievement tied to 'valued' goals. He warns against 'social bonding without academic engagement', in which pupils 'thrive on the warmer interaction with adults and peers' but reject academic demands (Wehlage et al 1989: 203). Hence, the 'unity' of a school-as-community is not simply imposed, in such a way as to exclude pupils (or staff), but is built out of positive agreement on valued aims, encompassing the actual academic work done within the school.

Learning schools

Change in organisations and schools

This literature review has focused on work that describes schools as 'learning

organisations' in two senses: organisations that change (or learn), and organisations of learning (made up of learners). Some writers clearly see the educational rôle of schools as contestable. Lave and Wenger write that '"[l]ocating" learning in classroom interaction is not an adequate substitute for a theory about what schooling as an activity system has to do with learning' (Lave and Wenger 1991: 54), and that schools only 'gain relevance' 'by the experiments of identity that students can engage in while there' (Wenger 1998: 268) – which experiments do not take place in those schools where '[s]chool learning is just learning school' (Wenger 1998: 267). Similarly, Stephen Pugh writes, in a case study of his own school, that it was only under the most intense (inspection-led) pressure that the school

> defined itself firmly within an educational context rather than as an auxiliary branch of social services ... The purpose of the school is to educate, and without that clear direction and purpose, caring too easily becomes an object in itself and then a law unto itself. (In Stoll and Myers 1998: 115-116.)

Yet it is indeed the 'educational context' that became dominant in that case study, and it is the one of most concern to this research.

When considering change, it is important to be clear about what it is that might, indeed, change. For example, at the individual level, the 'membership' of the school is no simple matter. Parents of pupils, pupils, teachers, and other adults associated with the school have various distinct possible 'membership' claims, based on being 'clients' (used distinctly of parents and of pupils), 'employees', and so on. For pupils, in particular, there is an important issue of whether their 'felt identities' include *being* pupils. An author such as Wehlage sees the production of a sense of membership, by otherwise disaffected or alienated pupils, as itself one of the key aims of schools. Hence, 'school membership' is 'a fundamental concept' in developing ways of preventing pupils from dropping out (Wehlage et al 1989: 47).

Similarly, when looking at change in schools, the rôle of 'learning' should not be taken for granted, even if it has become a commonplace that '[c]hange equals learning' (Myers 1996: 17). (The *nature* of learning is considered in a separate section, below.) The centrality of learning to the school as a whole is rarely

doubted – again, notwithstanding interesting doubters such as Lave and Wenger, as mentioned above, or Illich (as in Illich 1971). Yet for some individuals within the school, learning may not be seen as so significant. Pupils, at least those who see themselves as 'members' of the school, presumably have their own learning as central to their sense of being pupils. Student teachers are also presumably likely to see their own learning as central (although this question is addressed again, below). However, the extent to which experienced teachers see themselves as learners is more open to question. The government agency currently having responsibility for both initial teacher training and inservice training has as one of its key aims to 'promote effective and efficient professional development for teachers and headteachers, targeted on improvements in the quality of teaching and leadership which will have the maximum impact on pupils' learning' (TTA 1998: 1). This approach, focusing on teachers as learners, complements the guidance of the head of the London Leadership Centre (quoted above), who says that education 'is not something done *to* children – it's something done *with* them. ... I see the head as the lead learner of the institution' (Collarbone, quoted in Passmore 1996), and also DfEE guidance:

> High quality in-service training is the key to raising standards through updating teachers' skills and enabling them to keep pace with best practice. ... We welcome the work which the Teacher Training Agency has done in mapping out a framework for the professional development for all teachers to mark their progression through their teaching careers. (DfEE 1997: 48.)

Roughly 5%-10% of teachers' time is spent on inservice training, that is, between 2.6 and 5.6 hours a week, with the higher averages for Heads and Deputy Heads, reflecting its continuing importance throughout a teacher's career (Times Educational Supplement 1995). Change, then, and learning are, arguably, central to teachers as well as pupils as members of the school community, and it is on this basis that a great deal of other work has been done. Following Dalin's conception of organisational change as a form of learning (hence 'change as learning' in Dalin et al 1993: 15), there is a need to look at individual and organisational change as a key issue in work on school organisations. Although general organisations work will be drawn on here, it will be used only when it complements or has led to specifically school based work.

Some authors focus more on institutional change, including identifying the institution itself as a complete, autonomous, system akin to a single organism. This returns us to issues of the relationship between the individual and the organisation, and the viability of 'organic' models of social institutions, dealt with above. What is distinctive, here, is the possibility of looking at change in organisations (including schools) in a way that recognises some of the criticisms of 'crude' organic models, as addressed above with respect to authors such as Frederickson.

For example, Morgan (Morgan 1986: chapter 8) writes about autopoietic models of organisational change. In such models, the organisation is seen as, or as like, a 'living thing', with the definition of 'living' taken from the work of Maturana and Varela. Hence, the term 'living' is defined not in terms of physical characteristics such as the presence of DNA or cell structures, but in terms of systematic internal relationships and the relationship of the system to the 'outside world'. Such a definition can therefore be applied to any entity that one might wish to call 'living', including computers and social systems. Mingers provides a more detailed analysis of the application of autopoiesis to social organisations, in a detailed review and analysis of the work of many authors in the field. He refers approvingly to Morgan's use of autopoiesis as *metaphor*, rather than *theory*, when applied to such organisations (Mingers 1995: 151)[22], and goes on to criticise the strict (i.e. as theory rather than as metaphor) application of autopoiesis to the legal system (Mingers 1995: 169) and family therapy (Mingers 1995: 183). In autopoietic models, the development of an organisation reflects its systematic closure, rather than its rôle in a larger society, although the social context is seen as the environment – just as ethologists would study a plant or animal in its environmental context.

This way of analysing organisations has rarely been used in the study of *schools*, although there are non-autopoietic references to schools as 'organisms', such as

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[22] With respect to schools, Lodge refers to the frequent use of the *'image* of the school organization as an organism', and in 'failing' schools the organic 'metaphors of failure' involving *'images* of martyrdom, treatment for illness, excitement and gardening practice' [my emphases] (in Stoll & Myers 1998: 159). A similar debate has developed in the field of evolutionary biology, with 'Darwinian' models used or rejected as either *metaphors* or *theories* of human social development. (See, for example, the discussion of the relationship between genetics, evolutionary theory, and social philosophy in Stern 1982.)

Hanna's suggestion that an organisation should be treated as a 'living, organic system' (Harris et al 1997: 19[23]). In addition, the autopoietic approach is not central to the present project. Nevertheless, the approach generates a useful range of concepts. For example, the issue of organisational boundaries, and ways in which the boundaries can be crossed – taken from biological models of ingestion, digestion, and excretion – can illuminate the ways in which schools are separated from their contexts and how they can mark their separation (and this is considered again, below). Similarly, the degree of 'closure' exhibited by a school – i.e. the amount of autonomy it has, and the degree to which 'the sequence of states they [i.e. organisations] follow is primarily determined by their structure and only triggered by their environment' (Mingers 1995: 129) – is a useful aid to the analysis of the rôle of 'outsiders' (for example consultants) in schools (also addressed again below). The more 'loose' use of autopoiesis to analyse change in schools draws us back to the soft systems methodologies (SSM) of, for example, Newton and Tarrant (1992). They look at the ways in which 'closure' suggests the need to *avoid* looking for externally-defined 'problems' to be 'solved'. Instead, the participants in the system should discuss their own perspectives, and these should be the basis of change in the school. Hence, '[t]he initial task is not to converge on a definition of a problem to solve, but to build up the richest possible picture of the situation in question, drawing on the disparate perceptions of those involved' (Newton and Tarrant 1992: 52, quoting Frederickson).

Much work on organisational change, like that of Newton and Tarrant, makes great use of the need to take account of the views of participants as the basis of change. Howard (writing mostly about commercial organisations) bases her whole approach to change on

> organizational diagnosis, a systematic method for gathering data about how organizations function as social systems and an analysis of the meaning of those data ... [This diagnosis] identifies gaps between what is and what ought to be [... and diagnosis is used to design 'interventions' to] close those gaps and bring about positive organizational change. (Howard et al 1994: 8.)

[23] There is no explicit reference to autopoiesis in this article, and the reference may be intended to be taken entirely metaphorically, notwithstanding references to a social system's 'natural' tendency to maintain its equilibrium (i.e. homeostasis), and the key rôle of managers in 'boundary management' (Harris et al 1997: 13-21).

That approach – described in most of the many examples of diagnosis exemplified in Howard's book – explicitly recognises differences of perspective within an organisation. Similarly, the work of Fullan, theorising change in schools, is founded on a recognition of conflicting perspectives, such that '[p]rincipals can gain insight from respecting those whom they want to silence' (Fullan 1998). This seems an almost Machiavellian approach, and is significant in making an 'opportunity' out of differences, rather than seeing them merely as barriers to change. Fullan does recognise 'differences' as potential *barriers* to change, and notes that conflict may be an effect of, as well as a barrier to, change. Yet the central thrust of his work appears to be that differences and conflict can in general be used to generate change[24]. Fullan's work therefore complements the approach of Dalin, for whom '[c]onflicts are normal organizational events and constructively can be used to facilitate the institutional development process' (Dalin and Rust 1983: 46). Yet there is a sense in which both approaches, along with those of Howard, see the school as the 'unit of change' (Dalin et al 1993: 2; see also Howard et al 1994: 267ff on 'integrated organizational diagnosis'). This is the basis of Huberman's 'critique' of Fullan, in an introduction to one of Fullan's own books, that '[t]here was often greater variation within schools than between them', and *clusters* of schools might be an appropriate 'unit of change' (Fullan 1992: 19).

The individual participants in a school may contribute their perspectives, and may change as the school changes, but the school, and change at the level of the school, is for many, yet, the key element. How individuals change, and what the relationship is between individual and whole-school change, needs further study, and the current project investigates this especially with respect to student teachers. However, there is still a need, in this literature review, to investigate more issues around 'learning'. These are likely to provide useful insights into the relationship between individual and organisational change.

[24] See for example Fullan 1991, 1992, 1993, 1998, Fullan and Hargreaves 1992, and Fullan's article in Harris et al 1997. See also Mortimore and Whitty 1997: 6, on Fullan's usefulness in warning against simple, conflict-free, models of change and school improvement.

Learning

Newton and Tarrant say '[c]hildren learn, so can schools' (Newton and Tarrant 1992: 50), and the title of Dalin and Rust, 1983, asks the question 'Can Schools Learn?'. In what sense is learning something that could be done similarly by individual children and whole schools?[25] In exploring work on learning, it would be inappropriate here to attempt to address the whole range of theorising about learning. Instead, a narrow range of work exploring some 'social' aspects of learning will be investigated: this may link the learning of individual children to how schools, as social organisations, change over time.

Wood, in a textbook for students of learning, highlights a central issue in the development of ways of thinking about learning: the distinctive contribution of *schooling*. The idea of learning *requiring* teaching 'is by no means a universal one' (Wood 1988: 14). Schooling, where it exists, does not have a monopoly on teaching and learning, yet schools are nevertheless influential: they 'engender new and distinct *forms* of learning and lead to new *ways* of thinking' (Wood 1988: 15). Lave and Wenger describe schooling as a distinct form of learning in terms of the way in which schoolchildren are 'kept from participation in the social world more generally', which in turn 'encourages a folk epistemology of dichotomies, for instance, between "abstract" and "concrete" knowledge' (Lave and Wenger 1991: 104). (Wenger does acknowledge that schools may include examples of '[e]ducation, in its deepest sense ... [that] places students on an outbound trajectory toward a broad field of possible identities', Wenger 1998: 263, and yet in describing this possible feature of schools, he is explicitly rejecting the idea that schools are the only, or even distinctively, the centres of 'education' in this sense.)

With respect to learning, then, there is work suggesting that schools may be distinctive social institutions. Wood goes on to stress the formal aspects of learning in school, including the emphasis on learning the more or less explicit use of ways of thinking underpinned by formal logic (Wood 1988: 178-180). A

[25] A similar question might be asked of the phrase 'the intelligent school', used by MacGilchrist et al, 1997. To complement this view, John MacBeath has talked of 'ineffective' schools as 'schools with learning difficulties' (in Stoll & Myers 1998: 118).

second, perhaps more obvious, distinctive feature of schools is the presence of people with a formal teaching rôle (Wood 1988: 75-81), that is, people who are not simply (or necessarily) more *expert* than the pupils, but people who are *instructors*. The rôle of instruction brings Wood to consider in particular the work of Vygotsky.

For Vygotsky, 'the capacity to *learn through instruction* is itself a fundamental feature of human intelligence' (Wood 1988: 24, original emphasis), and '*co-operatively achieved success* lies at the foundations of learning and development' (Wood 1988: 25, original emphasis).

> Formal education faces children with many demands that are not a regular or frequent feature of their everyday experiences outside the classroom. The practice of education confronts all children with important and necessary *discontinuities* in their intellectual, social and linguistic experiences. ... [That is,] schools have a culture of their own. (Wood 1988: 213.)

The rôle of Vygotsky, and work derived from it, has been of particular significance in recent years, though this influence is rather uneven[26]. Daniels 1996 provides good examples of the variety of influences Vygotsky has had in recent years. For example, Lave and Wenger (chapter 6 of Daniels 1996, adapted from Lave and Wenger 1991) identify three groups of interpretations of Vygotsky's zone of proximal development (ZPD). First, those that see the ZPD 'as the distance between problem-solving abilities exhibited by a learner working alone and that learner's problem-solving abilities when assisted by or collaborating with more experienced people' (Daniels 1996: 144), i.e. 'scaffolding'. This is also the view of Mariane Hedegaard, and many others, for whom '[t]he difference between the level of solved tasks that can be performed with adult guidance and help and the level of independently solved tasks is the zone of proximal development' (Daniels 1996: 172, quoting Vygotsky). Second, those that are 'cultural' versions of the ZPD 'as the distance between the cultural knowledge provided by the sociohistorial context – usually made accessible through instruction – and the everyday experience of individuals' (Daniels 1996: 144), i.e. based on Vygotsky's distinction between scientific and everyday concepts and 'his argument that a

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[26] His reputation may include being 'one of the greatest psychologists of the first half of the twentieth century' (Davydov & Zinchenko, in Daniels 1993: 93), but the entire *Encyclopædia Britannica*, has only two sentences on Vygotsky, and he is not one of the 96 psychologists having their own separate entries (Britannica CD, Version 1998, 1994-8).

mature concept is achieved when the scientific and everyday versions have merged' (Daniels 1996: 144).

The third group consists of 'collectivist' or 'societal' versions of the ZPD, following Engeström's definition: the 'distance between the everyday actions of individuals and the historically new form of the societal activity that can be collectively generated as a solution to the double bind potentially embedded in ... everyday actions' (Daniels 1996: 144, original editing). Such an interpretation 'emphasizes the inherently socially negotiated character of meaning and the interested, concerned character of the thought and actions of persons-in-activity' (Daniels 1996: 145). So '[o]ne way to think of learning is as the historical production, transformation, and change of persons' (Daniels 1996: 145).

> As an aspect of social practice, learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities – it implies becoming a full participant, a member, a kind of person. (Daniels 1996: 146.)

In this way, learning can be described (by, for example, Lave and Wenger) as 'legitimate peripheral participation', such that learning embodies 'the structural characteristics of communities of practice' (Daniels 1996: 148). And 'we must not forget that communities of practice are engaged in the generative process of producing their own future' (Daniels 1996: 149). It is in this sense that the work of Senge can be related to ideas on learning. Whereas individuals can have more or less 'personal mastery', it is 'team learning' and the ability of members of the organisation to view the whole organisation as a changing (or learning) *system*, that characterises those organisations most able to adapt to economic environments (Senge 1990: 9 and *passim*). Senge therefore, like Engeström and Lave and Wenger, describes 'learning' as a feature of people-in-organisations, similarly applicable to individuals as to whole organisations. (See also Wenger 1998: chapter 11.)

The extent to which this view of learning applies to schools, is an issue to be addressed. Lave and Wenger themselves avoid considering schools and focus on other 'apprenticeship' social groups. Engeström (chapter 7 of Daniels 1996) interprets this avoidance as meaning that Lave and Wenger believe schools are not like 'apprenticeship' groups. He goes on to imply the need for schools to

draw into them the external 'communities of practice'. That is, learning in school will be enhanced 'by pushing communities of practice from the outside world into the school' (Engeström in Daniels 1996: 164). This might also complement Bernstein's view that Vygotsky 'saw school subjects ... to be taught by exposing the specialized systems of formal relations which distinguished the bodies of knowledge' (in Daniels 1993: xvii). Wenger himself sees this as a possible rôle of schools, as a key question to be asked of education (including, perhaps, schools) includes '[h]ow can we create links to other practices so that education does not become self-contained?' (Wenger 1998: 269).

Engeström suggests a different way of understanding learning as 'learning by expanding', through 'a stepwise widening of the object and context of learning' (Engeström in Daniels 1996: 168).

> This kind of expansive transition is itself a process of learning through self-organization from below. The self-organization manifests itself in the creation of networks of learning that transcend the institutional boundaries of the school and turn the school into a collective instrument. (Engeström in Daniels 1996: 168-9.)

This approach is followed up later in this literature review, on the relationship between schools and external agencies and communities – i.e. their boundary-markers.

However, there is another way in which the approach of Lave and Wenger might be used. Schools themselves may be seen as 'communities of practice'. Hence, as Macmurray suggests, in schools, teachers 'are not training children to be mathematicians or accountants or teachers or linguists; ... [they] are training them to be men and women, to live human lives properly' (Macmurray 1968: 112) and '[t]o be educated today means to have learned to be human – not Scottish, not British, not even West-European – but human' (Macmurray 1968: 145). Furthermore, 'a good education is one which succeeds in training a child to live well, to live his whole life as life should be lived' (Macmurray 1968: 111), so that '[t]he golden aim of education [is] to teach the children how to live' (Macmurray 1968: 114), and this should not be 'crowded out by a multiplicity of little aims' (Macmurray 1968: 114). Lave and Wenger, and later Wenger, do not explicitly recognise this strong sense of 'community' of Macmurray, but instead focus on

what Macmurray would call 'associations' (as they use the word 'community' only to refer to 'joint enterprises' encompassing external goals, Wenger 1998: 73). And yet their approach might be extended to cover Macmurrian[27] communities, by extrapolating from the relatively brief account of the parental relationship. Just as Macmurray sees schools as 'extensions' of family and Aristotle sees political structures in familial terms, Wenger notes that

> In the life-giving power of mutuality lies the miracle of parent-hood, the essence of apprenticeship, the secret to the generational encounter, the key to the creation of connections across boundaries of practice: a frail bridge across the abyss, a slight breach of the law, a small gift of undeserved trust – it is almost a theorem of love that we can open our practices and communities to others (newcomers, outsiders), invite them into our own identities or participation, let them be what they are not, and thus start what cannot be started. (Wenger 1998: 277.)

If a school's 'first principle is that it must be a real community' (Macmurray 1968: 35), then schools might be regarded as 'communities of practice'. Schools are indeed often regarded as such communities for student teachers. A considerable amount of work has addressed the ways in which student teachers learn in school from more experienced colleagues (this is summarised below), yet it is not necessary to restrict the application of this model to student teachers. There are many ways in which schools as whole organisations (i.e. including the pupils) are 'communities of practice', where the 'practice' is defined in terms of the cultures or ways-of-living of the school itself. Engeström's interpretation of Lave and Wenger suggests that learning would be enhanced to the extent that participants have access to different parts of the 'activity' (i.e. the 'practice' of the 'community of practice'), when there is plenty of horizontal interaction, and when the technologies and structures of the community are transparent. Using this approach to learning in (and of) schools would also affect the way in which student teachers might be viewed: they could be considered members of two or more communities of practice – including the community of teachers, and the community of the whole school, with the latter being able to be interpreted as 'strong', Macmurrian, community. Certainly, this interpretation of Vygotsky and Lave and Wenger confirms the view of education as culturally and historically contextualised, as Bernstein stresses in his contrast between Piagetian and

[27] The author would like to apologise for the neologism 'Macmurrian'.

Vygotskian approaches to schooling (in Daniels 1993: xxii). Student teachers, in particular, can be seen as 'contextualised' in their teaching practice schools, and it is this 'placing' in a school community that perhaps best illustrates the nature and importance of the learning community. The rôle of student teachers is therefore the main issue considered in the following section.

Learning teachers

Whereas a number of people write of *all* teachers being learners (as for example Barth 1990, Frase 1992, Goodchild and Holly 1989, Hopkins in Fidler et al 1997, Brown and Race 1995, Scottish CCC 1996), the learning of student teachers is clearly a special area of study. Historically-oriented studies have charted the different models of learning that have dominated teacher training in the UK. Furlong and Maynard stress the change from 'pupil-teacher' to 'student teacher'. The pupil-teacher system was an explicit apprenticeship model, formally introduced by Kay-Shuttleworth in 1846 (as described in a report on mentoring, Furlong and Maynard 1995: 3), though this system was in turn derived from the work of Joseph Lancaster (see the short biography by Taylor 1996, and Furlong and Maynard 1995: 27). Once a teacher qualified, 'learning' might stop: there was no automatic expectation of further training and development. Approaches to teacher training, up to and including the 'competences' and 'standards' models of the 1990s (see Furlong and Maynard 1995: 21-36, Furlong et al 2000: 150-152 and *passim*, and DfEE 1998a), have often retained the older model of a 'threshold' that, once crossed, implies or requires little or limited further learning. Even Barth, a vigorous supporter of the 'all teachers are learners' approach, notes the refusal of Principals, tentatively enrolling at the new Harvard Principals' Center, to allow themselves to be called 'students' (Barth 1997; Barth 1990: 70).

'Threshold' models include the 'technical rational' approach to teacher training (Fish 1995: x, Furlong and Maynard 1995: 27). This suggests that a set of easily-measurable characteristics, once demonstrated, is sufficient to deem a person worthy to be a professional teacher. Fish, as part of her guide for teachers and tutors in higher education, contrasts this with the 'reflective practitioner' view (Fish 1995: x, see also Furlong and Maynard 1995: chapter 3, and Jones 1994). The views are, for her, fundamentally opposed to each other, and she has a page

divided into columns contrasting the two models on seventeen key characteristics (Fish 1995: 43). Although she says '[m]odels are dangerous in their simplification and polarising of issues' (Fish 1995: 45), the contrast for her is still striking. Hence, '[a]t root, competency-based teacher education treats teaching as if it were an occupation rather than a profession' (Fish 1995: 45), while a reflective practitioner model of teacher training recognises that '[p]rofessionals need to exercise and to continue to refine and develop not only simple skills, but their own dispositions, personality/professional character, abilities, capacities, understanding' (Fish 1995: 49-50). The 'reflective practitioner' model is explicitly derived from the work of Dewey and of Schön. Dewey contrasted 'routine action' and 'reflective action', the latter involving 'the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it' (Furlong and Maynard 1995: 39, quoting Dewey's *How We Think* of 1910). Complementing Dewey's views are those of Schön, who looks at professional 'artistry', such that 'intelligent action' (similar to Dewey's 'reflective action') involves creativity, and is itself the object of further reflection by the practitioner: hence 'reflection-in-action' is complemented by 'reflection-on-action' (Furlong and Maynard 1995: 45-9, and see also Schön 1983).

The tradition of 'reflective practice' is continued by Dunne, who links Aristotle's concept of *phronesis* with, amongst others, Collingwood's philosophy of art. Hence, 'what a student learns in art-school is ... to watch himself painting' (Dunne 1997: 74, quoting Collingwood's *The Principles of Art* page 281), so that

> [c]ritical judgment as something exercised in the very activity, rather than as a higher type of knowledge that can be brought to bear on it, is exactly what we shall find in Aristotle's notion of phronesis. Moreover, Collingwood and Aristotle are also at one in refusing to allow that a person can possess this judgment unless he is rightly disposed or in a certain state of being. If he is not so disposed, it is not just that he will not be able to perform the action, but he will *not even be able to know* whether or not he has done so. (Dunne 1997: 74.)

Dunne's 'enemy' is a 'technicist' view of teaching, which merely 'gives the *illusion* of bringing everything under control' (Dunne 1997: 367). This is remarkably similar, incidentally, to Macmurray's complaint that

> [w]e are becoming more and more technically minded: gradually we are

> falling victims to the illusion that all problems can be solved by proper organisation ... [But] [t]o think thus in education is to pervert education. It is not an engineering job. It is personal and human. (Macmurray 1968: 154-155.)

Dunne sees the 'solution' to problems caused by 'technicist' views of teaching as 'reflectiveness', a quality that teachers should have as 'an abiding attitude or disposition' (Dunne 1997: 369), as 'there is always a need for a *situated reflection* for which no indemnity can be provided by a method or technique with an independent security outside this interaction itself' (Dunne 1997: 117).

That Dewey was in support of teachers continuing to learn is not in doubt. When he contrasts the 'learner' with the 'learnèd', he is at pains to point out that 'the learnèd man [sic] should also still be a learner' (Dewey 1916: 184). Schön too is clearly conscious of the continuing learning being required of professionals, including teachers, and Dunne even more so – with a professional background in teacher-training. Yet, despite these models being influential in teacher training (Furlong and Maynard 1995: chapter 3, Fish 1995: 38-40), it is less clear how they apply distinctively to *student teachers*. If being 'reflective' (in the meaning of either Dewey, Schön or Dunne) is a characteristic of professional teachers, it is not necessarily *exclusively* a characteristic of people who are teachers. Dunne makes this rather more explicit, in using the Aristotelian concept *phronesis* to link practice in professions as diverse as teaching, theology, and art. Even if being reflective *were* a distinctive characteristic of teachers and other professionals, it is not necessarily *sufficient* for membership of the profession. A student teacher who was reflective yet who lacked 'professional knowledge' of whatever kind, may be in a position to learn a great deal (by reflection), but might yet be unwelcome in the profession. This appears to be central to the critique of Dewey and of Schön offered by Furlong and Maynard (1995: 49-53). It is also implicit in Dunne's reference to the distinction made by Aristotle between justice and equity. Justice is 'defective' '*precisely because of its universality*' (Dunne 1997: 273, original emphasis) and must therefore be tempered by equity, requiring phronesis and a reflective disposition. However, it is unlikely that anyone within the legal profession could rely on their sense of equity (or their phronesis or their reflective dispositions): they must all, one would assume, also have a knowledge and understanding of justice, of the 'universal' laws within their legal system. Dunne, in his attack on 'technicist' teaching (and teacher-training), is in danger of failing

to notice the *relationship* between 'technical' or 'universal' principles and reflectiveness or phronesis, and the need for teachers to be confident in dealing with both fields, as those in the legal profession might be expected to be confident in dealing with both justice and equity. For Dunne, '[t]he main aim of "educational studies" should be to contribute to the development of this disposition [i.e. reflectiveness or phronesis]' (Dunne 1997: 369). This seems rather one-sided, and it certainly does not (and is not intended to) attempt to make out a distinctive rôle for reflectiveness for student teachers alone, or for them more than for serving teachers. (One should also note, in studies such Furlong et al 2000: 41-43, as also described in Whitty 2000, that teacher trainers themselves may *simultaneously* seek to promote 'reflective practitioner' and 'competence' aims in teacher training.)

This brings the present review back to the approach of Lave and Wenger, who theorise learning in a way that could indeed provide a distinctive description of student teachers. Apprentices are 'legitimate peripheral participants' in an activity (Lave and Wenger 1991: 32-34 and *passim*). The same appears applicable to the work of student teachers in schools, and in the discussion, below in Chapter V, there will be further consideration of the ways in which student teachers are like apprentices: they 'participate' in teaching (i.e. they teach classes), they are 'peripheral' in the sense that they have partial and interrupted teaching schedules, and do not take on all the responsibilities of teaching classes (e.g. they may be limited in the amount of responsibility for reporting and record-keeping), and they are 'legitimate' (i.e. there is likely to be a formal agreement allowing them to teach in the school). Along with theorising learning in a way that acknowledges apprenticeship as a central 'model', Lave and Wenger emphasise the cyclical nature of situated learning. Communities that are sites of learning can be delineated 'by analyzing the reproduction cycles' of the communities (Lave and Wenger 1991: 98), and for individuals, simple classification into 'teachers' and 'learners' (or 'masters' and 'apprentices') misses this cyclical point. 'The diversified field of relations among old-timers and newcomers within and across the various cycles ... recommend[s] against assimilating relations of learning to the dyadic form characteristic of conventional learning studies' (Lave and Wenger 1991: 57).

A view of student teachers as 'situated learners' also matches other research on student teachers. They gradually take on 'custodial values', according to Norwich's overview of research on student teachers, and they move towards 'seeing themselves as practising teachers who take advice now from their colleagues' (Norwich, in Francis 1985: 42). This approach to the position of student teachers also highlights the sense in which they straddle a boundary – the boundary between in-school and out-of-school influences. (The boundary between in-school and out-of-school influences is also politically contested, as described for example in Furlong et al 2000 Chapter 1.) It is in such work on boundaries, that analyses of student teachers can make a particular contribution to the understanding of all members of the school community.

Student teachers, boundaries, and the purpose of schools

In describing schools as organisations, care is needed to avoid ignoring or down-playing the rôles of individuals and groups within the school (this is the key issue for Ball, described above); equally, care is needed to avoid ignoring or down-playing the rôles of larger-scale organisations. It is the boundaries of the school-as-organisation that define its relationship to the rest of the world. As with other issues, it is worth considering the question of boundaries first as a general issue, and then with respect to schools.

Work on social boundaries, the boundaries between social organisations, has been tackled by many different disciplines, including the work of Aristotle described in the philosophical introduction. Sociologists and psychologists such as Schutz or Bion write of the ways in which member of social groups themselves create boundaries. Schutz wrote of the way in which a stranger to a group would achieve 'graduated knowledge' and in doing so would generally adopt a form of 'objectivity' that in itself might be interpreted as evidence of doubtful loyalty to the group (Schutz 1976: 91-105, especially 104).

Bion, in writing of the characteristics associated with 'good group spirit', in psychotherapeutic contexts, describes these as including

> common recognition by members of the group of the 'boundaries' of the group ... The capacity to absorb new members, and to lose members

> without fear of losing group individuality ... [and] freedom from internal sub-groups having rigid (i.e. exclusive) boundaries. (Bion 1961: 25-26.)

More recent work on literal boundaries, and methods of maintaining boundaries, has been done for example by Hallam and Roaf (1995), in a study of methods of reducing absence from school. In a similar way, Hargreaves wrote of the need to have clearly signposted and welcoming school boundaries, in a report to an education authority on how to improve its schools (ILEA 1984).

The perspective of Lave and Wenger links broader boundary issues specifically to issues of learning, although less explicitly to schools. For these authors, the nature of a community of practice is delineated 'by analyzing the reproduction cycles of the communities that seem to be involved and their relations' (Lave and Wenger 1991: 98). On schools, and what they might 'reproduce', Lave and Wenger rather dismissively talk of children being schooled in such a way that they 'participate only in the reproduction of the school itself', or at best in reproducing 'the community of schooled adults', rather than becoming members of the subject-name communities – such as the community of physicists (Lave and Wenger 1991: 99-100). This seems to complement Bernstein's view of boundaries *within* a school reflecting a 'social division of labour' based on the 'array of specialized subjects' (as described by Daniels in Daniels 1993: 59). Yet the notion of 'the community of schooled adults', as opposed to the community of physicists or linguists or historians, need not be so underplayed. Clearly, one of the explicit requirements of the school curriculum is to prepare pupils for participation in a society of people who are, predominantly, schooled. Legal requirements of English and Welsh curricula include 'citizenship' education, the promotion of 'spiritual, moral, social and cultural development', and more broadly 'preparation for adult life'. For example, David Blunkett, at the time Secretary of State for Education and Employment, said

> I want to prepare all our young people to meet the challenges of the next millennium. Our common aim is to raise achievement for all, enabling them to fulfil their potential. To do so, the Government will embrace the agreed framework for the curriculum which seeks to provide a basis for young people's spiritual, moral, mental, physical and social development. This is underpinned by a recognition that the curriculum should also support young people's social development and prepare them for the world of work.

> We must find ways to give them the confidence and the capacity to be active and enquiring and capable of playing a positive part in our diverse and increasingly technological society.
>
> ... Our proposals for education for citizenship, which reflect the best work done by schools, will play a vital role in promoting a greater understanding of the rights and responsibilities that underpin a democratic society. (Blunkett 1999.)

The very breadth that seems to suggest to Lave and Wenger that schools are not the best examples of communities of learning, can be the source of a description of schools as *distinctive* communities of learning. Settling on an agreement for the aims of schools (should that be possible) would not, of course, be the end of the matter, as the nature of the *practice* of teaching and learning (and of communities) may still be contested. As Dunne says with respect to the military and educational professions,

> To say that the general's end is victory and that his deliberation therefore is only about the means to achieve it is to gloss over the fact that much of his most difficult pondering may be about just what would count as victory here or – where "victory" may be impossible – what would be an acceptable compromise, or – failing even that – a not dishonorable defeat. And the same is true if we take ... our own example of the teacher (Dunne 1997: 352.)

Student teachers, then, in the present interpretation of Lave and Wenger, may be viewed as legitimate peripheral participants of the 'learning community' of teachers, and their peripherality itself helps determine the boundaries of the profession. If schools can be seen as communities, there are also whole-school boundaries to be described, and, *pace* Lave and Wenger and Bernstein, the whole-school boundaries might be taken as having a priority over 'teaching profession' boundaries, and over (subject-based) boundaries *within* the school. In that context, student teachers might have in common with teachers and pupils a position as legitimate more-or-less peripheral participants in the whole-school community.

We should note, again, the difficulty of determining boundaries of social institutions. Mingers, talking of 'organic' or autopoietic models of social systems, says that, as people can be members of several institutions, '[w]hat is it that would constitute the boundaries of such systems, and, moreover, how can it be

said that such institutions act as unities – is it not only individual people who act?' (Mingers 1995: 124). It has been suggested above, however, that the boundaries might be determined, and the unity created, by intentional acts of individual people, as in Macmurray or more recent work on the politics of agreement. Thus the issues of community, hierarchy, and learning are once again brought together.

Conclusion

Given a sense of people as necessarily social, whilst retaining their individuality, and community membership being more than narrowly instrumental, derived from the philosophical views of Aristotle, Macmurray, and so on, schools might have a special rôle in society. As organisations, schools may be regarded as being more or less 'separate' social organisations, with distinctive features in terms of learning and in terms of 'membership'. The organisational form of schools has implications for learning and change, at individual and whole-school levels, based on theories about learning tied in to social systems and their intentional *creation*. All members of the school community might be seen as 'learners', and the whole might be seen as a 'learning organisation', whose purpose (i.e. learning itself) marks it out as peculiarly suited to this structure. Understanding learning and change, linked together, provides insight into ways of supporting both. Similarly, the micro-politics of schools can be illuminated by an understanding of equality and hierarchy founded in the work of Aristotle and Macmurray. Student teachers have a particularly significant rôle both with respect to boundaries of the teaching profession and with respect to the boundaries of whole schools – i.e. the purpose and nature of schools.

This is the basis in literature for the research described in this thesis, along with the literature specifically related to the methodological issues considered in Chapter III, below.

Chapter III: Methodology

'what is the character of a family to an hypothesis?'
(Laurence Sterne, *Tristram Shandy*)

Broad aims

This section provides an outline of the approaches used in the present project, setting them in the context of the literature review. The complexity of the relationship between the literature and the project is a distinctive feature of the research. For example, it should be noted that the review of literature, whilst providing the foundation for the project, described here, also continued during the project. Critical analysis of the literature, and the research described here, both stimulated each other. The methodology, throughout, therefore recognises elements of 'grounded theory', described for example in Glaser and Strauss 1967, with the ideas and concepts used in the research derived from both the literature review and the project itself[28]. This methodological complexity was increased by the need, identified in the literature review, to study several different, if interlocking, aspects of schools. There were therefore several aims identified for the project, with different aims particularly addressed by each stage of the research. Each stage of the research also attempted to address methodological and other limitations in the previous stages.

The initial aims of each stage of research did not necessarily set limits on the outcomes of each stage, and factors external to the research process, such as changes in employment contracts and personnel changes in schools, affected the ways in which particular aims might be achieved. However, the overall aims addressed by the project were developed early in the whole process, and remained as follows:

* To develop and pilot techniques for discovering the views of members of the school community. This was the main aim of the school based studies presented as Stage One of the research.

[28] In the present and following sections, the term 'research' is generally used to refer to the project alone, without intending to overlook the rôle of the literature review in the process of research more broadly defined.

* To investigate the use of the views of members of a school community, to contribute to the development (or learning) of individuals and whole schools. The Stage Two school based study made use of adapted versions of the techniques piloted in Stage One, within a *whole-school* development project, and in some ways was similar to an action research project (as described in Myers 1996: 21-22). The Stage Three study clarified the issue of the development of particular *individuals* (in this case, student teachers) within school communities.

Research in context

The methodology throughout aimed at eliciting the views of members of school communities, in the contexts in which they worked. Pupils were questioned in class time; teachers were presented with questionnaires in staff meetings and completed questionnaires were submitted in staff rooms; interviews with staff were conducted in the teachers' own rooms or offices, in school time; work with student teachers was completed in regular training time, on university premises. This was intended to achieve what Baszanger and Dodier (in Silverman 1997) describe as an *in situ* approach. An *in situ* study is one that 'allows each subject to behave in an endogenous manner, that is, one that is not influenced by the study arrangements'[29] (Silverman 1997: 9). As well as reducing possible influence by study arrangements, eliciting views in these contexts was intended to reflect the potential for change or learning within schools as communities, rather than as mere collections of individuals. The views of teachers or pupils, for example, when elicited in their homes, say, might misrepresent their views *as* teachers and pupils in the schools to which they belong. Eliciting views in context is seen, in this study, as helpful, although it also has limitations. The possibility of pupils, for example, understanding and taking on board the 'expected' views of the school community, when in school, has been seen as a methodological problem. On the sensitive issue of racism, Jeffcoate is reported as describing young children as having developed racist views and also strategies for

[29] It is not clear whether the authors here suggest that it is possible to ensure that there is absolutely *no* influence of the study arrangements. It seems likely that they wish to suggest an attempt to minimize rather than eradicate such influence.

disguising those views in school.

> Jeffcoate ... [showed] that 4-year-olds can not only discriminate racial differences but can also express racially abusive remarks. When the children were initially asked by their teacher to discuss pictures portraying black people in a 'variety of situations and in a respectful and unstereotyped way', the children's responses could not possibly be construed as racially offensive. However, when the same set of pictures were left 'casually' around the room (but in locations close to concealed tape recorders), the comments made by the children, in the assumed absence of an adult audience, were undeniably racist in tenor. Although this study confirmed the results of previous research into the early onset of anti-black sentiment in white children, it is, perhaps, more important in showing that, even at the nursery stage, children are cognisant of the socially unacceptable nature of these feelings and of the need to conceal them in the presence of adult authority. (Carrington and Troyna 1988: 21.)

It is tempting to suggest that this demonstrates a 'real' racism when adults were absent, and an 'artificial' unstereotyped sentiment, concealing real racism, when with adults. This appears to be the implication of the extract quoted. However, a second interpretation would be that it demonstrates children's 'real' unstereotyped view, when with adults, and an 'artificial' racism, concealing real lack of stereotypes, when adults were absent. A third interpretation might be that it demonstrates the multiple realities to which people may belong, as described by Schutz. Schutz, taking his lead from William James, says that

> "Each world *whilst it is attended to* is real after its own fashion; only the reality lapses with the attention." Reality means simply relations to our emotional and active life; whatever excites and stimulates our interest is real. (Schutz 1973: 340.)

Schutz may be describing the nature of reality itself, or the ways in which people commonly perceive or describe 'reality'. The latter interpretation better suits the research strategy used in the present project. Schutz goes on to describe 'multiple realities' in more detail (Schutz 1973: 207ff), and the ways in which people build up the 'of course' assumptions held by group members but not by 'strangers' (Schutz 1976: 91-105[30]). The present project, whilst not making an

[30] Schutz explicitly excludes 'children or primitives' and 'relationships between individuals and groups of different levels of civilization' from his study (Schutz 1976: 91), but it is not clear how a clear division could be justified between 'non-primitive' adults and others, or between different 'levels' of 'civilizations', and the exclusions are therefore ignored, here. A similar position may be taken of Aristotle, taking MacIntyre's lead: 'What is likely to affront us – and rightly – is Aristotle's

attempt to assess in detail the nature of 'realities' described or perceived by respondents in schools, does indeed assume that the responses of school members, in schools, are *prima facie* evidence for their 'real' views *in these circumstances*. As views expressed by teachers and pupils, in schools, constitute much of the data in the present project, it is worth considering in some detail, the extent to which those views are sincerely meant.

Truth and sincerity

Many textbooks on research methodology consider 'the search for truth', and how this can be facilitated. These often write of truth as the 'normal', one might even say 'natural', response of people to questions. Cohen and Mannion write of the search for truth being common to 'laypeople', 'scientists' and 'experts', with only their methods differing:

> Consider, for example, the striking differences in the way in which theories are used. Laypeople base them on haphazard events and use them in a loose and uncritical manner. ... Scientists, by contrast, construct their theories carefully and systematically. (Cohen and Manion 1994: 2.)

Such works more rarely comment on the reasons people might have to be untruthful, beyond consideration of the well-intentioned if at times 'dishonest' attempt to 'please' interviewers by giving answers that might be expected in those circumstances. Cohen and Mannion point out the research by Cannell and Kahn on bias in interviews, for example, saying that they

> suggest that inferences about validity are made too often on the basis of face validity, that is, whether the questions asked look as if they are measuring what they claim to measure. The cause of invalidity, they argue, is bias which they define as "a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the 'true value' of an attribute". ...
>
> The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions. More particularly, these will include: the attitudes and opinions of the interviewer; a tendency for the interviewer to see the respondent in

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writing off of non-Greeks, barbarians and slaves, as not merely not possessing political relationships, but as incapable of them. ... This blindness of Aristotle's was not of course private to Aristotle' (MacIntyre 1985: 159).

> her [sic] own image; a tendency for the interviewer to seek answers that support her preconceived notions; misperceptions on the part of the interviewer of what the respondent is saying; and misunderstandings on the part of the respondent of what is being asked. Studies have also shown that race, religion, social class and age can in certain contexts be potent sources of bias. (Cohen and Manion 1994: 281-282.)

Even in such helpful accounts, the extent to which respondents may fail to be sincere is perhaps understated. Some more philosophical accounts give a contrasting view, with Stephen Clark, for example, quoting Montaigne as saying 'Touching trust and faithfulnesse there is no creature in the world so trecherous as man' (Clark 1977: 27), and Wittgenstein writing of 'lying' as 'a language-game that needs to be learned like any other one' (Wittgenstein 1958: 90e). Wittgenstein also contrasts 'truthfulness' and 'sincerity', so that 'A dog cannot be a hypocrite, but neither can he be sincere' (Wittgenstein 1958: 229e)[31], that is, people and dogs can be truthful (and can, perhaps, dissimulate if not lie), but only people can be sincere. As well as attempting to avoid some of the biases associated with particular research tools, then, the present research aimed more broadly at eliciting a form of sincerity from respondents. This is something more than avoiding 'lying', as Macmurray points out when contrasting 'negative untruthfulness' (i.e. lying) and sincerity, with sincerity being 'much more than' avoiding lying:

> It is positively expressing what you do think and believe. To refrain from expressing what you think or believe or know to someone, if it is to his advantage or to someone else's advantage that he should know it, is positive dishonesty. We call it dissimulation – the suppression of the truth. (Macmurray 1995b: 76.)

This is similar to Mingers' description of the contrast in Habermas between 'truth' and 'truthfulness'.

> Habermas argues that any communicative utterance aimed at generating understanding and agreement implicitly raises four validity claims – that it is comprehensible, that it is factually correct or in principle possible (truth), that it is acceptable normatively (rightness), and that it is meant sincerely (truthfulness). (Mingers 1999: 4.)

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[31] A similar position is held by the actor and writer Kenneth Williams. Insincerity, he says, 'helps to oil the wheels of social intercourse', and is therefore not the same as lying. He concludes that

In order to try to elicit 'sincere' responses, the present research was structured in such a way as to attempt to give respondents good *reasons* for being not only 'truthful' in the narrow sense, but 'sincere' in Macmurray's sense.

Responses were elicited, for example, on the understanding that they would be used for the benefit of the respondents, schools, and so on. It was, indeed, a central aim of the research, to investigate the *use* of the views of members of a school community, to contribute to the development (or learning) of individuals and whole schools. As this aim was, in different forms, known or explained to respondents, there was a more or less explicit reason given for respondents to be sincere. For example, when a number of pupils[32], being introduced to the questionnaire by the researcher, were asked 'do you think you know, better than the teachers, how this school could be run?', the pupils answered in a loud and immediate chorus 'yes'. Their subsequent answers to survey questions, and the follow-up work on how the school could be improved, seemed to provide evidence of subtle, mature, well thought-through, understanding of how a school works and how it could be improved. (They suggested, for example, specific types of INSET that teachers could be given, ways in which staff could be encouraged to follow the school ethos, ways of pupils putting their views forward to school managers, ways of balancing the interests of pupils and teachers, and so on.)

'Sincerity' in the *in situ* approach can be related to the stress on 'ownership' of research tools, highlighted in the methodology of Dalin and Rust. They say that

> Organization development assumes that school personnel should have a maximum degree of ownership in the renewal process. Research on change indicates that successful implementation is highly correlated with a sense of ownership of the ideas, the process and solutions found. (Dalin and Rust 1983: 175.)

'Ownership', in the present project, was not made explicit in the way that Dalin and Rust suggest, but it can be seen as one possible way of increasing the likelihood of sincerity, along with 'partnership' and 'responsibility' (considered

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'[w]e must never confuse sincerity with truth' (Williams 1999: 122).

[32] There is a distinct issue, considered below, relating to the reasons for, and advantages of, asking pupils (and not just teachers) about their schools.

below, under the heading 'pupil and teacher views'). The *in situ* approach to the present research, then, was intended to support the research in providing a reason for sincerity, primarily through the researcher being, and being seen as, a person working within the school or university attempting to support or improve the institution or the learning (of pupils, students and staff) within it. (The research ethics suggested by this approach follows that of Tristram Shandy's uncle Toby, rather than his father Walter, in Sterne 1759-1867, Vol 1: 155. It is the father who, as quoted in the heading of this chapter, blindly follows 'hypotheses' at whatever expense to the family's feelings, as, 'what is the character of a family to an hypothesis?') This approach might also, however, provide opportunities for or incentives towards biased answers. As the researcher was an adult working within the schools and university, it might be that pupils or staff who were more disaffected with the institution would have reasons to hide their disaffection. Although this is a limitation of the approach to the research, what was suggested to respondents, by the research process, was that schools could be improved, and that pupils and teachers could learn or develop. There was no suggestion that the school or its members should be regarded as 'adequate' or 'good' at present. Asking respondents to explain how the school or its members could improve is therefore based on relatively uncontentious assumptions, and, it was hoped, would, on the whole, encourage sincerity. (The choice of some questions, and how a different choice might have enabled greater investigation into the sincerity of responses, is discussed below, in Chapter IV.)

The only people who might be excluded from accepting the assumption that school might be improved, would be those who believed school as a whole, or this school in particular, was wholly inadequate – for example, those who might support the 'deschooling' movement (as for example in Illich 1971, 1974) – and those who believed the school was perfect in every way. Within this project, no-one expressed these or similar views to the researcher, and there is little research evidence for such views being widespread. Work by Rudduck and colleagues, for example, suggests that pupils have many criticisms of schools (including schools with better and worse public 'reputations'), but that they share basic educational goals, so that

> Behind the public mask of nonchalance that some pupils wear to hide their anxiety about the future is a concern to succeed and some realisation of the consequences of not making the grade. (Rudduck et al 1996: 3.)

Even the more critical work of writers such as Salmon, allows that pupils and teachers might share goals within schools:

> Our present schooling system makes it hard for teachers to address, together with young people, the real issues and dilemmas that will face them as adults living in our society. ... Yet, where dedicated teaching staff find corners in the system, links can sometimes be made between classroom work and life beyond. Through learning ventures that embrace real issues, young people may come to develop a capacity for reflection, a space that allows some sense of owning their own lives. (Salmon 1998: 176.)

In the second stage of the research, a further 'incentive' for sincerity was provided by the way in which the research was embedded in a form of school development. Rudduck points out that

> The irony of research such as ours that operates in an action frame without being action research is that if it does make a difference to the conditions of learning in schools it is the next generation of pupils who will benefit and not those who provided the insights. (Rudduck et al 1996: 10.)

The present project, however, did indeed generate data, from pupils and staff alike, that was used towards school development.

Community based research

As well as the issue of truth and sincerity, another issue concerning the context of the research is worth stressing, related to the researcher's interest in the work of authors such as Aristotle and Macmurray. It is that people can only be described in the context of a community – and the possibility of schools being communities is a central concern of the whole project. As MacIntyre says of Aristotle, his linking of virtue and justice can only be elucidated by considering

> what would be involved in any age in founding a community to achieve a common project, to bring about some good recognized as their shared good by all those engaging in the project. As modern examples of such a project we might consider the founding and carrying forward of a school, a hospital or an art gallery. (MacIntyre 1985: 151).

However, MacIntyre notes that Aristotle's

> notion of the political community as a common project is alien to the modern liberal individualist world. This is how we sometimes at least think of schools, hospitals or philanthropic organizations; but we have no conception of such a form of community concerned, as Aristotle says the *polis* is concerned, with the whole of life, not with this or that good, but with man's good as such. It is no wonder that friendship has been relegated to private life and thereby weakened in comparison to what it once was. (MacIntyre 1985: 156)

The educational importance of the city-state (not school) community is also noted by Reeve, who suggests that

> The very thing that distinguishes a city-state from all other sorts of communities, indeed, is that it alone educates its citizens in virtue ... Education is a part of politics for this reason. (Reeve in Rorty 1998: 51.)

It is Macmurray – not an individualist or 'modernist' writer, by any means, but a contemporary one – who of course *does* allow that a school (or any other 'community') is in a sense concerned 'with the whole of life', or at least with 'people as whole people', and with 'friendship'. For him, individualism contrasts the individual and society, imagining the free individual life is the personal life, but

> The personal life is essentially a life of relations between people. It is, in a sense, social life ... But it is not social in the sense in which we ordinarily use the term ... The satisfactory working of [ordinary] social life depends upon entering into relationships with other people, not with the whole of ourselves but only with part of ourselves. (Macmurray 1995b: 55.)

So, members of a trade union 'are not members because they are human beings but because they have a special economic interest in common with all the others' (Macmurray 1995b: 57). It is only in communities that people have 'personal lives'; it is in communities that people exist as people. Methodologically, this suggests that a search for 'individual' views in contexts independent of any particular community – the attempt at 'context independent' research – is nonsensical, as people 'outside' communities are essentially incomplete. 'It is the life of the individual that is the *common* life' (Macmurray 1993: 9), 'it is the sharing of a common life which constitutes individual personality' (Macmurray 1993: 37), human life has an 'inherent sociality' (Macmurray 1993: 31), 'the personal is

inherently mutual' (Macmurray 1968: 27), and, in summary 'a person is always one term in a relation of persons' (Macmurray 1968: 149). As Spender said, 'An "I" can never be Great Man' (in Yeats 1936). Macmurray's opposition to individualism incidentally seems to echo an interpretation of Vygotsky. Wertsch and Bustamente Smolka say that

> Vygotsky's claims about the priority of sociality have often been overlooked or distorted ... [especially because] the individualistic assumptions that permeate much of contemporary psychology have shaped our discourse in ways that make it difficult to incorporate the full force of Vygotsky's ideas ... Vygotsky's claim that the social, or 'inter-mental' functioning gives rise to individual, or 'intra-mental' functioning can be understood as one of ... [the] themes that run throughout his writings. (In Daniels 1993: 69.)
>
> It is clear that we need to proceed to ask questions about why intra-mental functioning is organized as it is, and the key to this is understanding how inter-mental functioning shapes and is shaped by the cultural, historical and institutional settings in which it occurs. (In Daniels 1993: 89.)

Methodologically, then, the present project is intended to investigate the 'reality' of school life for school members, and for those (like student teachers) who might be regarded as 'borderline' school members (like Schutz's 'strangers'). Eliciting their views within classrooms, staff rooms, and so on, is therefore a significant strategy for the present project.

Notwithstanding Jeffcoate's concern with the different views expressed by schoolchildren with and without adults present, no attempt was made to elicit pupils' views without adults present. This was partly a practical decision, based on the easier access the (adult) researcher had to the views of pupils-in-classrooms than to the views of pupils in other contexts or without adults present. There was also the wish to focus on the views of people insofar as they related to the prime (educational) aim of the school, and time spent out of class, or without adults present, is often regarded as merely transitional or relaxing. However, the work of authors such as Blatchford (e.g. Blatchford 1989, Blatchford and Sharp 1994), on the 'educational' uses of playtime, and Stern (e.g. Stern 1997a) on homework and other forms of out-of-class learning, do suggest that such out-of-class contexts might yet provide valuable data. Some techniques were used, however, to reduce the effects of the presence of adults. For example, some pupils wrote answers on questionnaires marked confidential (and not to be given

to teachers in the school), and discussed issues with a small group of peers, prior to whole-class discussion in which the adult became an active participant in the dialogue.

As well as eliciting views of participants *in situ*, there was, through the three stages of this research, a move away from prior codification of all issues. This was also, therefore, a move towards the *in situ* approach. As it was not accompanied by an attempt to ground the research entirely in the context of a single school community, the research did not match descriptions of 'ethnographic' studies. It was, instead, an attempt to refine the research tools, to balance the wish for generalisability with the wish to gain a particularly rich account of each school and individuals working in schools.

Generalisation

The situation of the research therefore makes the issue of generalization significant. Generalisation is distinguished by Baszanger and Dodier from what they describe as 'totalization' (Silverman 1997: 17). Following MacIntyre, the approach acknowledges the 'problem' that social science generalizations

> lack not only universal quantifiers but also scope modifiers. That is, ... we cannot say of them in any precise way under what conditions they hold. (MacIntyre 1985: 91.)

MacIntyre goes on to suggest that

> These generalizations do not entail any well-defined set of counterfactual conditionals in the way that the law-like generalizations of physics and chemistry do. We do not know how to apply them systematically beyond the limits of observation to unobserved or hypothetical instances. Thus they are not laws, whatever else they may be. (MacIntyre 1985: 91.)

The 'special' factor at play in social science, according to MacIntyre, is what Machiavelli calls *Fortuna* – i.e. the 'goddess of unpredictability' (MacIntyre 1985: 93) – although 'not only does unpredictability not entail inexplicability, but ... its presence is compatible with the truth of determinism in a strong version' (MacIntyre 1985: 100). In the present project, the attempt to 'generalise' is of the form

> In several contrasting schools, evidence has been found that this (e.g. that the views of school members can be elicited and can be used in various ways, etc.) is possible, and the same may therefore be possible in many schools.

Following Baszanger and Dodier, no attempt is made to universalise or 'totalize' the findings, and, following MacIntyre, no attempt is made to quantify the findings (e.g. to estimate or measure the probability of the findings being applicable to all schools). This also follows the approach of a government agency, the Teacher Training Agency (TTA), sponsoring school based research, as described by Bassey. He says that TTA 'teacher-research' will be such that

> generalisation out of context will not happen. This suggests that a message that has been hammered out within the research community over the past 20 years about the essential difference between the study of a singularity and the search for generalisation is now widely accepted within the profession of teaching.
>
> The key issue in the dissemination of a case study about classroom or school practice is whether other practitioners can relate the context of the case to their own situation. A case study cannot predict, but it may suggest. Relatability rather than generalisability is the methodological stance needed. (Bassey 1996.)

The tentative nature of the findings is evidenced further by the small number of schools and people studied. However, this does not detract from the possible significance of the way of understanding school organisation, teacher education and school development, being developed and tested in the research. In future research, the ideas might be further studied with respect to competing explanations of school communities (for example those using systems theory approaches, those based on psychological ideas on learning or behaviour), and with respect to other actual school communities. The data and arguments presented here are presented like Newman's cable threads:

> a *cable* ... is made up of a number of separate threads, each feeble, yet together as sufficient as an iron rod. An iron rod represents mathematical or strict demonstration; a cable represents moral demonstration, which is an assemblage of probabilities, separately insufficient for certainty, but, when put together, irrefragable. ... A man who said 'I cannot trust a cable, I must have an iron bar,' would *in a certain given case*, be irrational and unreasonable. (Newman's *Letters and Diaries*, quoted in Dunne 1997: 45.)

Insider research

Along with eliciting information about schooling and training in school and training contexts, the researcher and the process of research were part of, rather than external to, the processes studied. This was partly in response to the issues raised in McDonald, 1989, of 'outsiders' attempting to research and consequently change schools. McDonald, however, also warns against the researcher 'going native', although the nature of the 'native' is not entirely clear in McDonald's article, or more widely. If it is once accepted that there is no entirely 'neutral' position, as all research will be founded on contestable assumptions or paradigms, then the issue of 'going native' may be one of degree rather than a clear barrier to valid research. The 'degree' of the problem would then be dependent on the narrowness or peculiarity of the 'native' assumptions that might be taken on, or the lack of fit with assumptions of other significant organisations or intellectual communities.

Acknowledging the researcher's rôle in the process of the research was therefore both a recognition of the impossibility of the research having the 'invisible anonymous voice of authority' (Miller and Glassner, in Silverman 1997: 103), and an attempt to see the questionnaire and interview as 'a site of, and occasion for, producing reportable knowledge itself' (Holstein and Gubrium, in Silverman 1997: 114), as it helped 'scaffold' (in a Vygotskian sense) the learning of the subjects. Additionally, it was an attempt to demonstrate the possibility of school based research as the basis of school development. That is, it might demonstrate the possibility of creating a school as a 'learning organisation' (as in Senge 1990, passim, or Lashway's question 'how is learning driven by data?' in Lashway 1998), and of recording the process of 'insider' research as the main element of the research itself or helping enhance the learning potential of a community of practice (as in the Lave and Wenger interpretation of Vygotsky, Daniels 1996: chapter 6). A helpful professional context for this issue is given by Barth:

> It is commonly held that public schools [in the American sense] are incapable of reforming themselves. Many assume that if fundamental changes are made in American education, they will derive from the theories and practices prescribed by universities, federal and state governments, and the world of business. School improvement, if it comes

> at all, will come from without. ... [But] [m]any are coming to believe that those closest to students, and those likely to be most affected by the decisions, should make them. (Barth 1990: xiii.)
>
> We have developed a conviction not only that schools are capable of improving themselves but that, further, *only* changes emanating and sustained from within are likely to bring lasting improvement to our schools. (Barth 1990: xv.)

The nature of the 'insider/outsider' problem, described here, is one familiar to those studying religions – hence the title of McCutcheon 1999: *The Insider/Outsider Problem in the Study of Religion*. Jaffee suggests that the study of different religions

> has – or ought to have – an unsettling intellectual consequence. The ability to grasp the coherence of diverse world pictures, and to see when, where, and how they begin to lose their coherence for those who live within them, presuppose on the student's part a certain state of ironic detachment from Truth. By reflecting upon the most comprehensive constructions of the world's order, one cannot escape an impression of the historically contingent character of all worlds, including one's own. (Jaffee in McCutcheon 1999: 280.)

As a response to the problem of 'going native', Jaffee suggests that the nature of scholarship itself is sufficient to make one an 'outsider', even within one's own 'community'. Hence,

> The most important point I have to make in this regard is this ...: *No matter what religion or irreligion we personally pursue, and no matter what religious tradition we study, we are as scholars outsiders to the thing we are trying to grasp. We are, therefore, potentially equal in our capacity to make informed judgments about it based upon disciplined study.* ... Our achievement in this task of informed judgment is never a function of our religion or irreligion alone. It depends primarily on the disciplined exercise of curiosity. (Jaffee in McCutcheon 1999: 281, original emphasis.)

Further,

> my participation in contemporary Jewish religion places me at little advantage over "irreligious" scholars in the interpretation of the history of Judaism, my "irreligion" as regards other religious traditions does not disable my capacity to develop insights which might escape the faithful of those traditions. ...
>
> There is in principle, then, no inherent advantage to being "religious" or "irreligious" in the academic study of religion. Each point of view permits

> and obscures insight; the point of our common activity is to narrow our blindspots through the sharing of our work on the thing which fascinates us all. (Jaffee in McCutcheon 1999: 283.)

The present project involved a researcher who was indeed an 'insider' (to different degrees in different contexts), and, following Jaffee and others, this insider position might have both advantages and disadvantages. For example, the 'insider' position gave at least one of the school based studies a more 'natural' setting, as described in Cohen and Mannion (1994: 109). They, in a textbook on research methods in education, describe 'case studies', in contrast to experiments and other techniques based on the 'scientific paradigm', as able to emphasise 'the interpretive, subjective dimensions of educational phenomena' (Cohen and Mannion 1994: 106). Of case study situations, schools are described as being more 'natural' than more 'artificial' therapy rooms. The *meaning* of data from a small number of schools is analysed qualitatively in greater depth, rather than the data from a larger number of schools being *statistically* analysed.

It is as an 'insider' (to a degree) that the researcher felt best able to exploit the opportunities given by community-based research, with a stress on sincerity. However, in line with Jaffee and others reported above, there was no attempt to claim a special 'intellectual position' as an 'insider', or to claim that only teachers *in situ* could arrive at similar data or conclusions.

Pupil and teacher views

The significance should be stressed of asking pupils as well as teachers and managers about their views. This is a methodological and also of course a political issue, as pointed out by Maden and Rudduck.

> Recent research in Australia looked at differences in the way that principals, teachers, parents and pupils see the goals of effective schools.
>
> Tony Townsend, of Monash University, found that students' views were markedly different from everyone else's. He concluded that schools may not be responding to the perceived desires of students, and suggested that they increase opportunities for students to voice their concerns and to play a bigger role in decision-making.

> In this country, we have data from Homerton College in Cambridge and from the Centre for Successful Schools at Keele University. It reveals that the pupils' agenda for school improvement complements, but is often different from, that constructed by policy-makers. (Maden and Rudduck 1997.)

Similarly, Barth notes that pupils 'can be school leaders' although '[a]s yet, few students and schools have turned the concept of community service to improving their *own* school community' (Barth 1990: 124 and 125 respectively). In order to take seriously the idea of a school as a community, research into the views of a variety of community members seems apt. This does not require the assumption that schools are – or should be – 'democratic' institutions, or that the views of teachers and pupils are equally 'expert'. As Nieto is reported as saying,

> a focus on students "is not meant to suggest that their ideas should be the final and conclusive word in how schools need to change"; to accept their words as the sole guide in school improvement is "to accept a romantic view of students that is just as partial and condescending as excluding them completely from the discussions". (Rudduck et al 1996: 2)

It may even be fair to say, along with a Headteacher quoted by Meighan, that pupils 'are not competent to judge these matters' (Rudduck et al 1996: 8), notwithstanding Barth's position on pupils as 'leaders', quoted above. How democratic the institution is, in terms of the distribution of power amongst teachers or between teachers and pupils and others, or how 'competent' the pupils are, are not the key issues for the present research[33]. Rather, the issue here is the possibility of engaging the pupils (and teachers) in a school community as Macmurray describes it, exhibiting 'intentional' equality, reflecting 'the mutuality of the relation' between members (Macmurray 1991: 158). That is, finding out and using the views of pupils as well as teachers, in a process of school development, is done in order to demonstrate the possibility of the school being a community, in Macmurray's sense, and therefore treating the views and intentions of pupils 'equally' with those of others in the school. As Macmurray's use of the term 'equal', here, may be confusing, it is worth pointing out other ways of expressing this idea. In the following extracts, the terms 'responsible', 'serious', and 'partner' seem to fulfil a similar rôle to that of 'equal' in Macmurray's

[33] It should be noted that this does not mean the research is 'anti-democratic', but rather that the issues investigated here would apply to schools exhibiting more or less 'democracy'.

work:

> What researchers – and teachers who have ventured down this route – have found, however, is that young people *are* observant, *are* often capable of analytic and constructive comment, and usually respond well to the responsibility, seriously entrusted to them, of helping to identify aspects of schooling that get in the way of their learning. (Rudduck et al 1996: 8).

Later, Soo Hoo is quoted, saying that

> "Student voices evolved as they found their experiences respected and reaffirmed by others" ... . What makes the difference, it seems, is the extent to which a working relationship can be established that casts pupils as partners in a significant and continuing activity rather than as waspish critics, seizing the chance to work out their own personal vendettas. (Rudduck et al 1996: 9).

In such texts, pupil views are sought in order that they can be 'used' to help the school improve. Soo Hoo says, 'students have been overlooked as valuable resources in the restructuring of schools' (quoted in Rudduck et al 1996: 2), whilst Sammons says that '[c]onsulting and involving students ... is important', as '[a] common finding of effective schools research is that there can be quite substantial gains in effectiveness when the self-esteem of pupils is raised, when they have an active role in the life of the school, and when they are given a share of responsibility for their own learning' (quoted in Myers 1996: 62). However, the present research goes further than this, suggesting that finding out and using pupil views may itself help 'make' the school community. As Maden and Rudduck suggest, schools should signal to pupils 'that they are trusted and respected members of a learning community' (Maden and Rudduck 1999).

Views included in the project are those of pupils, student teachers, teachers and managers. Amongst the people not included were non-teaching staff, governors, parents of pupils, and Local Authority and other support agency staff. This was not meant as a way of excluding such people from 'membership' of the school, but reflected their relatively smaller involvement in the central school task of teaching-and-learning. It is not that parents, non-teaching staff, and so on, cannot be fully involved in a school, or should not be fully involved in a school, but that they are unlikely, in practice, to be so involved. This may be the result of

professional or political decisions, or it may be the result of the relatively closed nature of the school as a systematic organisation – as illustrated by the study of in-groups and out-groups in Graham 1995 (on inter-professional collaboration), or by the study of parental involvement in Stern 1997a and Stern 1997c (on homework and home learning).

Having chosen to explore the views of pupils and teachers (including student teachers and managers), there was the additional issue of what range of views, what topics, would be explored. This, too, followed the principle of assuming pupils might be members of a 'learning community', and that, therefore, the topics should be focused primarily on learning. According to Rudduck, where the views of pupils are sought by teachers, the dialogue between them often focuses on 'behaviour and not learning' (Rudduck et al 1996: 2), and according to Wehlage, it is too easy to have 'social bonding without academic engagement' (Wehlage et al 1989: 203). Hence, the work with pupils in this project should include the central issue of learning, as well as other 'behaviour'-centred, or even 'warmth'-centred issues.

Research tools

For each stage of the research, distinct but related tools were used. There are many techniques available for research in schools, each with their own strengths and weaknesses – some practical and some related to the type and quality of data generated, and its reliability, representativeness and validity. One of the ways in which the research was justified to schools and to student teachers was that the bulk of the research would not disrupt the work, or take too much time, of those being studied. A more complex issue, particularly in Stage One (where the research occurred in schools that did not directly employ the researcher), was that of confidentiality. The information received would be treated with the level of confidentiality recommended by professional and research associations (as for example in British Sociological Association 1995), but the methods of research chosen were nevertheless restricted by the, quite reasonable, fear of breaches of confidentiality or of adverse professional comment. For example, participant observation of established class teachers, or of management meetings, would have been likely to have been refused or considerably restricted. Those parts of

the research where the researcher had a clearer 'insider' rôle, for example working with student teachers in Stages One and Three, and working with pupils and teachers in Stage Two, could have allowed greater access to material that might have been restricted elsewhere in the project.[34] These issues therefore affected the choice of methods at each stage.

The methods used were intended to elicit primarily qualitative data. Qualitative data included subjects' subjective meanings, and the ways in which they represented their situations, the situations of other members of the organisation, and the organisation as a whole. Questionnaires generated some data that could be represented in graphs, and these data were used to generate 'pictures' of schools. Although the decision to make such use of the data, rather than regarding them as suited to statistical analysis, was made on the grounds of the lack of norms or normal distribution, the lack of a sufficient quantity of data was also a significant factor. Similar research techniques might, therefore, be used on a wider scale, and in such conditions might generate significant *quantitative* data. However, it was felt that eliciting proportionally more qualitative than quantitative data, in this project, would be more suited to the project aims of developing techniques for eliciting, and exploring the possibilities of using, the views of members of the school community.

A major limitation remains, for this research, the lack of studies of other schools and members of school communities, to contribute further to the generalisability of the conclusions obtained. However, the interpretations of data collected from the small number of individual respondents in the current research, are themselves valuable as research, as discussed above (on 'generalisation'). They are attempts at explaining particular situations, and therefore provide the basis for broader work, whether quantitative research or attempts to use similar techniques of school development in other contexts. It is in this sense that the research is described as work *towards* developing a way of understanding school organisation. Although the research tools may, in future research, be used for broader work, they were not designed specifically with this in mind.

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[34] In practice, the 'access' in Stage Two was in some ways more restricted than in Stage One, as described in Chapters IV and V, below.

Research tools not used

The methods used in each stage of the research are described in the separate stages, below. However, it is worth briefly outlining some of the methods *not* used in any of the stages. Such rejected methods included individual interviews with student teachers or pupils, various forms of observation, participant and non-participant, and the various analytical tools consequent on observation and document analysis, such as content analysis or conversation analysis.

Interviews with pupils (and other non-teacher members of the school community) were avoided for practical reasons of time and access, and also because the relationship between interviewer and interviewee would have been more unequal, hierarchically, and would have required more 'stake inoculation' or other similar strategies if the effects of the power relationship were to be minimized. Stake inoculation is described by Potter (in Silverman 1997: 150-159) as the way in which a participant in a conversation may attempt to avoid implications of a 'stake' or position. Hence a psychologist who discovers the apparently 'obvious' finding that artists are often 'mad', might use stake inoculation, to avoid the implication that a psychologist might have an obvious 'stake' in the idea of madness amongst artists. Hence, a report of the work might start 'Initially sceptical psychologist ...' (Silverman 1997: 154). In conversations between people of unequal power, stake inoculation may be used in similar ways. A teacher, talking to a pupil, might say 'If I were your mother ...', or 'If you were me, what would you expect me to say ...', and so on. In a study having funds to employ external interviewers (i.e. interviewers with no position in the schools or university studied), interviews with pupils and student teachers could provide much useful data. There may still be an inequality in the relationship between interviewer and interviewee, but the inequality is likely to be smaller, as it would be less associated with the hierarchical inequalities of the school itself. Although there are situations in which teachers interview individual pupils, these are often associated with problems – they are often 'telling off' interviews – and so might undermine any intention to elicit 'sincere' answers from pupils.

The researcher had a professional rôle in each institution studied, so the studies might all be broadly described as using 'participant observation'. The term is not

used here, though, as the data collected was almost entirely generated as a result of an intervention by the researcher, for the research – e.g. a questionnaire or interview question. Observation in the fullest sense was, like individual interviews, also restricted by practical factors, including particularly the time required to transcribe recordings. However, it was also restricted as the research focused on *attitudes* to the school and participants in the school community, rather than *behaviours*, and any observation schedule, if used on observations of regular school activities, would have needed complex prior codification schedules in order to retain the narrow focus of the research. That codification would also have made the observation less open, especially given the practical constraints on time and the number of possible observations, and would therefore have militated against the advantages of using observation in the first place. In a longer study, observation might be profitably used to complement data generated by other research tools, although the difficulty caused by the inevitably subjective interpretation of observation would still need to be taken into account.

Again, like individual adult interviews with pupils, observation of lessons is often associated with problematic situations – including, especially, teacher appraisal and school inspection – and might undermine trust in the researcher and the broad project aims of school improvement. This is not to say that teacher appraisal or school inspection necessarily undermine school improvement. It does appear, however, that many teachers *believe* that appraisal and inspection are problematic and might work against personal or school improvement. Hence, '[i]t is no secret that ... Ofsted, was born out of a political perception ... that the electorate no longer trusted the teachers' (Lunn 1998).

Document analysis was considered, at various stages of the research. Analysis of school documents, especially communication between different levels in the school hierarchy (memos, letters, notices, etc., from and to managers, teachers, and pupils), would have been helpful in the investigation of school hierarchies and the systematic nature of schools. It would also have allowed an analysis of the use of metaphors (as Deal does in Bacharach and Mundell 1995). However, schools are often reluctant to make internal documents available to researchers (whether 'outsider' or 'insider' researchers), so, given the potential for fruitful questionnaires and interviews, no use was made of the analysis of documents.

The quantity of data generated by the other methods used was considerable, and the practical restriction on researcher time also led to a decision to avoid this technique. There would additionally have been similar problems to those described above, on observation, related to the prior codification needed.

Outline schedule of methods for each Stage

	Stage One	Stage Two	Stage Three
Pupils	Questionnaires administered to two classes in each of Hardcastle[35] and Roundabout[36] schools	Questionnaires administered to six classes in Battle Bridge[37] school Written monitoring accounts by pupils in six classes in Battle Bridge school	-
Student Teachers	Questionnaires administered on four different occasions to up to eighteen Institute[38] student teachers placed in Westside Borough[39] schools/colleges[40]	-	Ad hoc sorting tasks by Institute student teachers tutored by the researcher
Teachers	Questionnaires administered to all teachers in Hardcastle and Roundabout schools Interviews with two teachers in Hardcastle school	-	-
Managers	Questionnaires administered to all managers in Hardcastle and Roundabout schools Interviews with one manager in Hardcastle and one in Roundabout school	-	-

[35] A pseudonym.
[36] A pseudonym.
[37] A pseudonym.
[38] Not a pseudonym. It is not felt that anonymity is needed for the London University Institute of Education, as the research is concerned with a group of their students, but not with their PGCE course, or the institution, as a whole.
[39] A pseudonym.
[40] I.e. Hardcastle, Roundabout, and also the pseudonymous Addams School and Tate School.

Stage One contexts: schools, students, and the researcher

The research context

The Stage One research piloted techniques for discovering the views of members of the school community. It looked in particular at the perspectives of the different people in the schools, including their views on the nature of the schools as systems, aspects of unity and diversity, and the relationship of these views to the hierarchies in schools. The central aim was therefore:

* To develop and pilot techniques for discovering the views of members of the school community about four key aspects: schools as a whole, school managers, teachers, and pupils.

A subsidiary aim was to investigate the views of student teachers working in the school based study, and some other, schools. The development of their views on the schools was itself an indicator of the degree and speed of their 'acculturation'. This can be summarised as an aim:

* To investigate the developing views of student teachers.

Position of the researcher

The researcher had access to a single group of (initially) eighteen student teachers, and to several schools, for possible research, as a result of a secondment from his own school. This was a 0.4 (i.e. two days a week) secondment, as a General Tutor, providing generic support for PGCE students from the London University Institute of Education in four schools and a Further Education college within one Local Education Authority ('Westside Borough', the Borough with 'the fourth highest population density of any London borough ... [and with] 44 per cent of secondary school students ... eligible for free school meals ... [compared] with a national figure of 17.6 per cent' Myers 1996: 1) taking part in the Secondary teacher training scheme. Although working within schools, the secondment left the researcher employed by the original seconding school, with the school, not the researcher, under contract to the Institute of Education.

The researcher was therefore still contractually an 'outsider' to the schools in which students were placed, though clearly an 'insider' for the student teachers themselves. The maximum time spent in any one school was half a day a week, during the period of the student placements, and this also therefore highlighted the 'outsider' elements of the researcher's position, and yet other aspects of the rôle made the researcher to some extent an 'insider'.

Part of the job of General Tutor was to help the schools to develop strategies for taking over more of the rôle of teacher training, which they subsequently did, after two years of preparation and support. This rôle therefore suggested something of an 'insider' position, as it involved preparing staff of the school ('true' insiders) to take over many aspects of teacher training currently done by the General Tutor. Research completed within that context might therefore be useful to the students (in improving the support they might get, and informing them of the ways in which their views changed and compared to those of pupils and teachers), and useful to the schools in providing information about the views of student teachers placed in these institutions. In addition to supporting the researcher's rôle as General Tutor, the research was advertised as being, potentially, useful for the schools in their general development – and the two schools for whom I provided detailed reports made very specific use of the research.

Along with the rôle of General Tutor and researcher, the researcher was also providing 'consultancy' to the schools studied, although this consultancy was relatively independent of the research described here – functioning as a way of providing a justification to the schools to accommodate the research, and a way of demonstrating to the schools the use and significance of the research. A combined rôle, as researcher and consultant, has been described by Dalin and Rust 1983, and Dalin et al 1993, in their 'guides to institutional learning', and in other 'diagnostic' approaches to consultancy, such as Howard et al 1994. (Stern 1996 also gives an account, based in part on the literature review and research presented here, of how student teachers might be seen as 'consultants'.) In the present project, however, the rôle of 'tutor' (for student teachers) was added, and the effects of this treble position were particularly difficult to measure, as the different activities were rarely formally separated or described in distinct 'contracts'. The 'tutor' rôle included elements of whole-school development; the

'research' rôle complemented the tutoring and whole-school development; and the 'consultant' rôle drew on and contributed to both other types of work.

Two examples illustrate the range of responses to the consultancy rôle. Following the presentation of a confidential draft Local Authority inspection report to Hardcastle school, the researcher, on this occasion working explicitly as a 'consultant' for the school, completed a summary of 'The Best Bits' (Stern 1993), to be presented to and for the benefit of the school, to support the staff facing a challenging period of inspections and public scrutiny. (Parts of this summary are quoted below, in the description of the school.) This summary was distributed to all teachers, by the Head, and appeared to be welcomed by those receiving it: several teachers, along with the Head, expressing their thanks for a 'positive' and 'supportive' document. It was not presented (or seen) as being part of 'research' or 'teacher training', and was not essential to either of those rôles, and this is the reason for considering it 'consultancy'. Later in that academic year, following the research done in the same school, a second 'consultancy' report, based on the research done in that and another school, was presented to the Head. On this occasion, the report was indeed based on research, but it was written and presented for the benefit of the school, and not as a 'research report' (with no reference, for example, to methodology), and so can be considered primarily as an example of 'consultancy'. Although the Head expressed his thanks for the report, on this occasion he seemed to be alone in his gratitude, with no positive comments to the researcher by any other staff. The report was explicitly interpreted by the Head as clear evidence[41] of the destructive effects on the school of teacher trade unionism – the Head having also said in an earlier interview that

> eighty six we had superb exam results and we were going somewhere wallop we got hit by the NUT ... and . they destroyed us . they . literally destroyed this school [...] there was nothing of joy in the school [...] it was a very sour and bitterly fought battle between me and the NUT [...] it destroyed the relationship between the Head and the staff . which has still not come back in many senses (Appendix 20, interview 4.)

[41] The Head did not say what specific items were taken as evidence of this effect, and detailed speculation is therefore inappropriate. Perhaps the item was the mean gap of 1.88 between the 'real' and 'ideal' scores for the whole school's ethos or sense of community, the second highest of the 'whole school' gaps (see Appendix 19, below).

In distributing copies of this report to all staff, the Head introduced the report with that same interpretation. Such an unlikely interpretation, and the apparent response to it by staff other than the Head, given the nature of my research and the report, was a good illustration of the difficulty of someone who was something of an 'outsider' attempting to contribute to school development, described by McDonald 1989[42]. McDonald's view is that an outsider must believe that change is possible, but must also

> have a sense of the immense complexities and staggering ambiguities of life on the inside and of how all outside interventions of policy, curriculum, and method are transformed by inside culture.
>
> Outsiders who have the right attitude play a role that is interpretive and catalytic, and they play it with patience. ... Their efforts are powerful only insofar as they spur efforts by the true insiders. (McDonald 1989: 207.)

This view was echoed by one Headteacher, who said of the Local Education Authority within which the school worked that 'the Borough [...] think that by clicking your fingers you can actually change er the philosophy and the ethos of a school' (Appendix 20, interview 4). McDonald continues:

> For an outsider to approach school personnel without being exquisitely sensitive[43] to their feelings and attitudes – even when these feelings and attitudes stem, as they sometimes do, in part from incompetence, insularity, and fear of the new – is to guarantee that the chances of having the desired effect will be very small. (McDonald 1989: 208, quoting Sarason.)

The experience of the second of the two 'consultancy' episodes, described above, suggested most of all, then, that it would be worth exploring in more detail the rôle and use of research by what McDonald calls a 'true insider'. That was an aim therefore of Stage Two of the research.

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[42] It is interesting, also, to compare the headteacher's response to the description by Jackson of the then Chief Inspector's foreword to the Tooley Report, in 1998, as 'a good example of a client misreading a piece of commissioned research in order to give academic credence to his own prejudices' (Jackson 1999: 17).

[43] MacBeath describes the 'high degree of emotional intelligence' needed by the consultants (referred to, tellingly, as 'critical friends') (in Stoll & Myers 1998: 121).

School contexts

The choice of schools for Stage One of the research was limited by various factors. The research was intended to develop accounts of schools in which the researcher had a professional rôle, so the choice of schools was limited to those in which the researcher had a teaching or teacher training rôle. There was also a concern to allow for developments in the research over time. The school with which the researcher had a more long-term commitment and contract (i.e. Battle Bridge) was considered vital for later stages of the research, so the schools with possibly short-term connections were prioritised for Stage One work. These were the schools taking student teachers.

There were four schools and a Further Education (FE) college with which the researcher had contact as a teacher trainer during Stage One. The FE college was ruled out as its pupils/students were older than those in any of the schools, and the addition of such a variable would have made comparison that much more complex. One of the remaining four schools had joined the teacher-training scheme after the preparatory research (i.e. the initial literature review and the research plans) had been completed, and would therefore only have been considered if there had been insufficient response from the others. The senior staff member responsible for teacher training in each of the other three schools was approached about the possibility of research. One school declined, saying that as the responsible teacher and the Head were both leaving, they did not feel it appropriate to commit their successors to work without their having a choice. The two remaining schools (Hardcastle and Roundabout) expressed a tentative interest, and these were therefore formally approached.

The lack of choice of participating schools was unfortunate but unavoidable, and the two schools used were contrasting in interesting ways, described below. A third school that might have been considered for Stage One research was Battle Bridge School, where the researcher had his main teaching post and from which he was seconded two days a week. In consultation with the then research supervisor, it was concluded that the Stage One work, as a preparatory stage, should avoid Battle Bridge. That school would be best used for the Stage Two research: with the researcher's greater access and job security there, there were

opportunities for more 'insider' research, for which much of the Stage One work could be preparation.

In describing Hardcastle and Roundabout schools, the documents most used for this research report are based on inspections. Schools, and in particular school development programmes, are significantly influenced by inspections – with the considerable influence of the national inspection service, Ofsted, described for example by Lodge (in Stoll and Myers 1998). In that context, using inspection reports within school based research, may be regarded as part of the process of making the research more 'community based', at least in the sense of using descriptions of schools that members of the school community generally recognise as significant. Lunn notes that subject leaders, for example, believe that 'their understanding of the role of subject leader was very much influenced by their understanding of what OFSTED wanted' (Lunn 1998). This is not to say that inspection reports, whether by Ofsted or by LEA inspectors, are taken as being necessarily or especially valid or reliable, or that members of school communities treat such reports entirely uncritically. One criticism of Ofsted inspections is their speed, with most inspections completed after only four days of school observation. However, as students appeared to learn very quickly about key elements in the school (noted in Chapters IV and V, below), the possibility of professional inspectors also coming to relatively firm conclusions about schools after only a short time there, should be taken into account. Where the judgements of inspectors contrast with those of others (either within or outside the schools), these are separately analysed and discussed within the body of the research.

For Hardcastle, two inspection reports are used, one, cited as 'Stern 1993', consists of extracts from a draft inspection report by Westside Borough, completed during the academic year in which the research took place (as discussed above, under the section on the position of the researcher); the other, cited as Ofsted 1998, was completed by HMI in 1998 (i.e. four years after the research was completed), as one of a number of 'progress' reports following an earlier Ofsted Report of 1996. For Roundabout, one report, cited as Ofsted 1995, was used, which gives an account of the school by Ofsted completed just over a year after the present research was completed. Two of the three reports were,

therefore, not completed at the same time as the research. However, the most 'distant' of the reports (Ofsted 1998) refers in some detail to earlier reports, closer to the time of the research, and is complemented by a report completed at the same time as the research. The second most 'distant' of the reports was completed, as has been said, just over a year after the research, and during that year, there were no significant school changes known to the researcher or identified in the report itself.

Further description of the schools and the local education authority (albeit with less anonymity than in the present project) can be found in a report of research completed by a quite separate team, with the bulk of their research also taking place in the academic year 1993-4. This alternative research (involving an investment of '£300,000 revenue and £240,000 capital to be shared between ... eight schools', according to Whatford in Myers 1996: 31), has been reported as Myers 1996, and elsewhere (for example in chapter 6 of Reynolds et al 1996), and is considered once again below, under the heading 'Stage Two contexts'. It is perhaps a little sad that two research projects should take place in the same schools, during the same academic year, without either knowing of the existence of the other[44]. The other research project even shared some aspects of methodology (drawing on work 'based on research from four fields – school effectiveness, school improvement, managing change and action research' Myers 1996: 3), and some basic principles to which the present researcher would have been happy to subscribe[45].

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[44] Only one mention was made of the other research project to the present researcher, either in the formal research questionnaires or interviews, or in any contact with the school during or since the period of the research. No contact was made at the Institute of Education either, although both sets of researchers were based at that institution. The single mention, quoted below (on SMAD being 'cynically robbed'), was not understood at the time, and only made sense to the researcher years later, once he had become aware of the significance of the acronym.

[45] For example 'that students need to believe that schooling can be worthwhile and relevant; that learning must be challenging and relevant, to encourage students to develop their capabilities as responsible, thoughtful and active citizens; that students' intellectual, personal and technical abilities, aptitudes and capabilities are recognised and valued, and that expectations of progress and performance are high; that good behaviour [presumably defining 'behaviour' narrowly – with the issue of narrow and wide definitions of behaviour considered below] is a necessary condition for effective learning, and that students take responsibility for their own behaviour and display a high level of engagement in a well structured learning process; ... that all staff in the schools are involved in, and committed to, the school's development; that schools and the community work towards a shared vision and that a professional learning community is created within schools; that headteachers have a vital role to play in providing a climate where this can occur.' (Reynolds et al 1996: 127-8. See also Myers 1996: 36-38 and 43-44.)

The inspection reports on Hardcastle and Roundabout provide a mixture of data, some non-controversial and 'factual', other more open to contesting. However, the 'official' and public status of the inspection reports gives them particular value (as working within a public, legal, framework and open to professional and legal challenge if thought to be inaccurate or misleading[46]), and so, notwithstanding the reservations noted above, it is these reports that are most used in the following descriptions.

Hardcastle School

Hardcastle is described as a Secondary County school within Westside Borough, for boys between 11 and 16 years. It

> serves a population from a diverse area of West London, where there is much social disadvantage. Approximately three in every five pupils are entitled to free school meals; this rate is very much higher than the national picture. (Ofsted 1998: para 1.) [In 1993, 47% of pupils were entitled to free lunches (Stern 1993), so this figure increased in the following five years.]

There were 511 pupils on roll in 1992 and 530 pupils on roll in 1996, though the roll had decreased to 328 by 1998, following the previous critical reports), and pupils

> come from a wide range of cultural backgrounds. About 35 different languages are spoken in the school. Over one-third of the pupils are learning English as a second language and a significant number are at the earliest stages of this process. The proportion of pupils with identified special educational needs is much higher than found nationally. Around one-third are included on the register of special educational need and one in every twenty has a formal statement of their special educational need. (Ofsted 1998: para 1.)

It is worth noting that, whatever the background of the pupils, inspectors in 1993 were able to say that the school

> can be optimistic in the response of the pupils who spoke formally with the

[46] It was in November 2000 that the first successful formal challenge was made by a school to the 'special measures' judgement made by an Ofsted inspection team (for which, see for example Smithers 2000).

> inspection team. They were confident and articulate and had clear expectations of the school. They were pleased they had come to [Hardcastle]. They spoke of a pleasant atmosphere where bullying was dealt with promptly. (Stern 1993.)

Amongst the inspectors' main findings in 1998, were that the school

> is now providing an acceptable standard of education for its pupils. Nevertheless, the school has serious weaknesses. (Ofsted 1998: para 7.)

The phrase 'serious weaknesses' is the standard way in which Ofsted reports describe those schools closest to 'failure' (with failure termed 'requiring special measures'), and this is therefore one of the most important of the sentences in the whole report[47]. This research is not intended as an evaluation of the judgements made by Ofsted, and there is no intention to provide any alternative 'judgements' about the overall quality of this school or other participating schools. However, the Ofsted judgement has, as already discussed, a special authority in schools and education authorities, and amongst the general public.

The Head at the time of the present research had left before the inspection of 1998. In the LEA inspection, the earlier Head was described as a 'strong presence', 'clearly committed to promoting an ethos of high quality care and pupil management' (Stern 1993). The new Head was described by Ofsted in this way:

> [T]he headteacher and senior managers provide sound leadership.

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[47] Other findings that might be considered important for the school's public reputation, include those related to exam results, the quality of learning and teaching, and pupil behaviour. For example, 'the General Certificate of Secondary Education (GCSE) examination results in 1998 and Key Stage 3 national test results are an improvement on the school's low performance two years ago when special measures began ... [but are still] well below the national average. ... The 1998 Key Stage 3 national test results were below the performance of similar schools and well below the average results nationally for boys. ... [P]rogress is satisfactory in almost three-quarters of the lessons. Pupils with special educational needs make good progress in the lessons where they are supported, and on the whole satisfactory progress in other lessons. Higher-attaining pupils need more challenging work to improve their gains in knowledge, skills and understanding. ... [P]upils respond appropriately and behave well in the vast majority of lessons. Around the school, behaviour is orderly. Opportunities for pupils to take responsibility are developing but are too limited at present. ... [T]he quality of teaching is sound or better in three-quarters of the lessons. ... Teachers have clear expectations of behaviour and manage behaviour securely; [T]he quality of teaching is good in one-fifth of the lessons ... (Ofsted 1998: para 7) [and is] sound or better in three-quarters of the lessons (Ofsted 1998: para 23) ... [T]he quality of teaching has improved [since 1996] ... when barely half the teaching was satisfactory. (Ofsted 1998: para 37) [I]n the one-quarter of the lessons where teaching is unsatisfactory, there are low expectations.' (Ofsted 1998: para 7.) In the earlier report, 61% of lessons had been described as satisfactory, suggesting a 'dip' between then (1993) and the Ofsted report of 1996.

(Ofsted 1998: para 7.)

> The headteacher has set up a management structure and allocated responsibilities. Together with the senior managers, the headteacher sets clear expectations for staff. He has devised, and uses, appropriate strategies to check how well these are implemented. (Ofsted 1998: para 28.)

Overall,

> [T]he school has made satisfactory, and in some instances good, progress in addressing the key issues of the [previous] Section 9 report. There remain, however, serious weaknesses in the low standards of attainment and slow rates of progress in English and mathematics, and in the amount of teaching which is unsatisfactory. (Ofsted 1998: para 7.)

Key issues therefore remaining to be dealt with, according to inspectors, included the need to

> improve the quality of teaching and, in particular, improve the pace and challenge in lessons; [and] increase the opportunities for pupils to take and fulfil responsibilities, and sustain the improved standards of behaviour. (Ofsted 1998: para 8.)

It is worth noting that the earlier report (summarised in, and cited as, Stern 1993), a report written following a formal inspection by Westside LEA, covering similar issues to the later report, had stressed the success of the school in building a 'community', so that it was described as 'a school where pupils and parents are successfully made to feel secure and part of a caring community' (Stern 1993). However, the overall impression from the two reports is of a 'weak' school (by the measures identified by Ofsted), having been 'failing' in 1996 and, despite many apparent improvements, still identified as having 'serious weaknesses' in 1998.

Roundabout School

The Hardcastle reports contrast with that on Roundabout, which is described as 'a very good school' (Ofsted 1995: para 9). Roundabout is a Secondary Aided (Roman Catholic) school within Westside Borough, for girls aged 11 to 16, with 689 on roll in 1995.

> The proportion of pupils living in households with no residents in

> employment is above the national average as is the percentage of those eligible for free school meals (usually between 25 and 30 per cent). The percentage of pupils coming from minority ethnic backgrounds is in line with that for the Local Education Authority (LEA), but well above national figures. About a third of the pupils come from homes where English is not the first language. Three pupils have statements of special educational needs which is well below the norm for most other schools in the LEA. The school's admissions policy gives priority to Roman Catholic children and all the pupils are baptised Catholics. It seeks to achieve a balanced intake across the full range of academic ability based on the three band system introduced by the former Inner London Education Authority. It has, however, a larger number than planned in the middle band. Almost all 16 year olds stayed in full-time education in 1995. (Ofsted 1995: para 2.)

Amongst the main findings of the inspection report, are that

> This is a very good school which is well led, effective and constantly seeking to improve. (Ofsted 1995: para 9.)[48]

Inspection data and research data

Many characteristics described in these inspection reports on the two schools reoccur in the research. Three of the significant inspection issues are pupil diversity, 'care' versus 'achievement', and school diversity. The diversity of the

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[48] Other findings include the following: 'In over 90 per cent of lessons observed pupils achieved standards in line with or better than the national expectation and in just over 50 per cent pupils achieved high or very high standards in relation to their abilities. These good figures reflect the high quality of teaching and learning and show that the school is adding real value to what pupils know and can do when they enter the school. Results in public examinations in recent years have reflected these standards. The percentage of pupils gaining five grades at A* to C ... [at] GCSE ... is well above local and national averages.' (Ofsted 1995: para 10.) 'The quality of learning is exceptionally high and most of the teaching is good or very good' (Ofsted 1995: para 11). 'The teaching in 95 per cent of lessons observed was sound or better; in 67 per cent it was good or very good; in 16 per cent outstanding' (Ofsted 1995: para 94). 'The school development plan (SDP) and the departmental plans are well constructed, detailed and used to guide practice. They reflect the vision and open style of management of the headteacher who is well supported by her highly committed deputies and staff.' (Ofsted 1995: para 12.) 'The Headteacher provides positive direction and has a vision for the school which enhances the lives of the pupils and staff' (Ofsted 1995: para 126). 'The ethos of the school is impressive. There is a very strong community spirit to which governors, parents, staff and pupils past and present contribute. ... The honesty evident in relationships and the willingness to celebrate when Christian virtues are demonstrated result in a strong code of trust and contribute to the development of a "community of faith". ... Pupils are well cared for and feel secure and happy in the school.' (Ofsted 1995: para 13.) 'There is a strong emphasis in the school on pupils taking responsibility. This is seen in the efforts to raise pupils' self awareness through personal evaluations and target setting. Pupils respond well to this and gain confidence in what they are doing as a result. Consequently, they see the value of informed choice. They gain some practical experience of this through the school's policy of involving them in some of its consultative procedures and there have been occasions when they have influenced eventual decisions – for example, the modifications made to the school's behaviour policy.' (Ofsted 1995: para 144.)

pupil populations of each school (in terms of their backgrounds, languages, academic abilities, and so on) present possible implications for creating a degree of unity within the school. The apparent contrast between the 'pastoral' (or 'care' or 'community') features of each school with academic criteria – such that pupils might 'feel secure and part of a caring community' (Stern 1993), yet 'low standards of attainment' might still exist (Ofsted 1998: para 7) – present possible implications for what should be regarded as key characteristics of a 'supportive' (or indeed 'successful' or 'effective') school. The differences between the two Stage One schools, in terms of intake and more particularly in terms of their apparent 'success' (by the criteria used in the inspections), present possible implications for what one might expect of the aims or opinions of members of those school communities. It was the key aim of Stage One to develop and pilot techniques for discovering the views of members of the school community, such that an investigation of the relationship between the inspection reports and the research might prove fruitful. Inevitably, the two bodies of data (i.e. inspection reports and research data) will each have implications for the other. Research data, however, were to be used in ways intended to overcome some of the possible limitations of inspection data, such as the 'distrust of schools' evident to teachers in some inspection data. Hence, the 'official' priority that might be given to the inspection data is to be contrasted to the 'methodological' priority that might be given to the present research data.

Student teachers

Having outlined the position of the researcher, and the schools in which the research took place, it remains to consider the student teachers. The student teachers[49] who were to be placed in these schools were all completing a PGCE course at the London University Institute of Education. Within that course, they would be grouped in various ways, within curriculum, professional studies, and school groups, complementing three assessment elements (a curriculum studies assignment, a professional studies assignment, and an assessment based on the

[49] Within the Institute's course, student teachers were referred to as 'Beginning Teachers' or 'BTs'. As this was not, and has not become, the standard terminology within UK teacher training, the more conventional term 'student teacher' is generally used in this project. Hence, unless otherwise stated, 'student' refers to student teachers, and 'pupil' to school pupils/students, throughout the thesis.

teaching placement). All students would have a specialist subject, and would be members of a 'curriculum' group, led by a Curriculum Tutor. Cutting across the curriculum groups were Professional Studies groups, in which students would be grouped with colleagues from a variety of curriculum groups, lead by a General Tutor. Students within each Professional Studies group would be placed, for the substantial majority of their school based work, in a small cluster of schools in an area – the source of the title 'Area Based Scheme' given to the PGCE course at that time (for which, see Jones 1993, and also Haydon and Lambert 1992). Whereas a Curriculum Tutor with eighteen students in a group might be working with them in eighteen different schools, scattered around the London area, a General Tutor with eighteen students might work with them in just three or four schools. The General Tutor had a particular rôle, therefore, in supporting the work done in the third of the students' groups – i.e. the 'school' group. Each school would also have a 'Link Tutor', usually a senior member of staff within the school, who had oversight of all the students placed in that school[50]. Different responsibilities of Link, General, and Curriculum Tutors were complex, and might vary, to an extent, depending on the experience or priorities of the different tutors.

Within this course, the researcher was, during Stage One, a General Tutor, working with the students throughout the year, from the time immediately following their two weeks of 'Preliminary School Experience' – a period of structured observation and support work within a primary school – through their university-based work, their placement in the main school experience institution, and on to the end of the course and the submission of written assignments and the portfolio of other completed work. (During Stage Three, the researcher was a Curriculum Tutor.) Whereas the researcher's relationship to other groups investigated (i.e. teachers and pupils) was limited and had no 'management' implications (i.e. the researcher was not responsible for managing the day-to-day activities of the pupils or teachers investigated in Stage One), the rôle of General Tutor meant that his relationship to the student teachers in the research was more of an issue.

[50] As has been said above, the Institute's PGCE course for the year 1993-4 (the year of the Stage One research) was in part a preparation year for the Link Tutor to take over many of the responsibilities of the General Tutor.

The researcher had a responsibility for helping the students develop in their core activity (learning to teach), and therefore the research into their views might be expected to be biased by this input. However, the General Tutor responsibilities, and the effects of these, were not necessarily unduly compromising of the research. The preface to the tutor support pack for the course said:

> The role of General Tutor ... is challenging. The Area Based way of working requires tutors to build upon experience gained in the Area and to respond to the needs of Beginning Teachers (BTs) whether as individuals or in groups. At the same time, BTs have a right to expect a coherent course programme as their entitlement. (Jones 1993: i.)

A link between this rôle and that of researcher was made, in part, by the requirement that General Tutors help students 'to become reflective, professional practitioners' (Jones 1993: 11), and that 'effective development is built upon reflecting back on past experiences and achievements as well as the evaluation of current and future matters' (Jones 1993: 10).

It was hoped that the tutoring rôle, developing 'reflective practitioners', would complement the research despite the assessment element: the General Tutor being the first assessor of the Professional Studies Assignment, completed towards the end of the academic year. There might have been a tendency for students to feel the need to impress (with respect to the course aims or assessment criteria), or to support the assumed or actual views of the tutor/researcher. However, any such tendency would be liable to be reduced both through the nature of the PGCE course and the nature of the research. The course, in attempting primarily to develop 'reflective practitioners', was not thereby attempting to impose a set of 'views' on students: it was encouraging a self-reflective approach to teaching. Indeed, the course tutor support pack even goes so far as to apologise for lack of 'didacticism', with a tutor saying that he 'should have been less shy – at particular points – of didacticism' (Jones 1993: 4)[51]. The research, also, was not attempting to test students' knowledge or viewpoints against a set of 'correct' answers, but was attempting to gain their views on the schools in which they worked. A student might therefore feel able to be harshly critical of, or complimentary about, a school, without such views being

[51] Different attitudes to reflective practice have been described above, in the literature review.

thought inappropriate to expose to a tutor. Together, the 'reflective practitioner' principle underlying the course, and the research focus on scaled responses to statements about 'real' and 'ideal' versions of schools (with those responses given to a course tutor), might provide a positive incentive for students to be honest in completing the surveys. That is, there was an attempt to achieve 'sincerity' (as described above in the *truth and sincerity* section of the present chapter), in the design of the Stage One research in its context.

The group tutored by the researcher consisted initially of eighteen students, although one left during the Autumn term. Their specialist subjects included Art, English, Geography, History, Maths, RE and Science. Six (including the student who left) were placed in Hardcastle, three in Roundabout, six in a Tate, and three in Addams. There were two particular reasons for involving all eighteen in the research, rather than just the nine in Hardcastle and Roundabout. The first was that part of the research was to be related to the students' experiences in primary schools – the 'Preliminary School Experience' with which the PGCE course started. Each student attended a different primary school, so a larger number of students/schools would increase the quantity of data available, and as none referred to the secondary schools in the study, this was considered entirely helpful. The second reason related to the justification given to the students to have them involved in the research. They were told that thinking about, and writing about, their attitudes to and knowledge of schools would help them develop as teachers. It therefore seemed helpful for them all to be completing equivalent work (i.e. filling in the questionnaires), and for them all to have access to the results of that work. Data from all these questionnaires are included in this project, for the two reasons given above, and also because there was a relatively autonomous 'student-teacher' strand to the research (to which the data contributed), which was exploited again, with a similarly diverse set of students and schools, in Stage Three.

Stage One methods

In this and the following sections, aspects of methodology peculiar to particular stages of the research are described. Where an issue has already been addressed, above, and no mention is made of it in these 'methods' sections, the

issue may have been left out simply to avoid repetition.

Methods used in this stage of the research included questionnaires and semi-structured interviews. Questionnaires were developed for use with teachers, managers, student teachers and pupils (as in Appendices 1-5 and 7 of this thesis), and these were derived from the patterns set by the GIL (Guide to Institutional Learning) forms of Dalin and Rust, 1983. Dalin and Rust describe 'survey-guided organizational development', in which an IDP (Institutional Development Programme) is developed to cover the environment (external factors), institutional values (*weltanschauungen*), organisational structure, human relations (including communications), and development strategies. Dalin and Rust, as noted in the literature review, suggest that such surveys can be used to analyse the extent to which an organisation is simple or complex, stable or dynamic. A 'complex and dynamic' organisation is described as a 'systematic learning organization', yet a school might find out, through self-analysis using the GIL, that it does not need to change. The GIL structure was particularly suited to the present research project, especially in the early stages. It had been developed for work in school self-development, rather than solely for the analysis of schools by outsiders, and so suited the 'insider' approach to the research. It also generated a great deal of data in forms that were relatively easy to analyse, with pre-set statements to which scaled responses were given.

In the questionnaires (as in GIL forms) respondents were asked about their attitudes to particular statements concerning the school and groups within the school, with opportunities for scaled responses. At the end of the questionnaires were open questions asking for additional comments on how the school might be improved. The four categories of questions were 'school priorities', 'managers' (described to pupils as 'the head, deputy heads, and others who run the school', and left undefined in the other surveys), 'teachers' (again, undefined), and 'pupils'. Leaving 'teachers' undefined was intended to allow responses to reflect views on all those who taught, including student teachers and school managers, in their capacities as teachers. In much of the analysis, therefore, there is one group called 'teachers', which includes student teachers, non-managerial teachers, and managers who teach (when considered as teachers). It is only when questions are asked specifically about managers that responses separate

out this group.

An aim of the questionnaires was to see how much unity and diversity there might be within and between groups. For example, there was something of an expectation of a bias of each group towards themselves and against other groups. That is, it was thought that pupils might think most highly of pupils as a group, that teachers might think most highly of teachers, and managers of managers, and that pupils, teachers and managers might therefore, in turn, think less highly of the groups to which they did not belong. Another aim was to find out the differences between the 'reality' of the school, as seen by its participants, and their 'ideals', in order to highlight areas of potential change. Where an aspect of the school was given a low rating by participants, this would be important in itself, but its importance could be increased or decreased depending on the 'ideal' rating it was given. The greater the gap between real and ideal, the greater the *prima facie* potential for change in the school. Just as disagreement between groups could act as a stimulus to change, so a gap between real and ideal within individuals could act as a stimulus to change. It is worth noting the rôle of 'gaps' in education generally, not only in Vygotskian ZPD work but in philosophical work such as that by Arnstine, who writes of 'discrepancy' as 'the basis of general method in schooling' (Arnstine 1967: 294). Salmon talks of the complexity of people's 'real' and 'ideal' self-images, and the possible confusion between the two such that, for an outsider, 'the person they knew encompassed the ideal self who to me had been a kind of separate person living with me' (Salmon 1980: 4). The 'real-ideal' distinction was, therefore, a rich source of data within this study, and the complexity of the possible interpretations of this distinction is further investigated in the discursive Chapter V, below.

It is important to note that each group was asked about itself, but individuals were asked to answer about the whole group to which they belong, not about themselves individually. Therefore, where there is evidence, for example, that pupils do not think 'staff care for pupils', it may be that each individual respondent thinks staff care for them as individuals, but that pupils in general (as a group) do not think staff care for pupils.

All the questionnaires took the form of sets of statements about school, divided

into groups of statements about the school as a whole, managers, teachers, and pupils. The provision of statements in the questionnaires (many of which were adapted from the similar surveys of Dalin and Rust 1983), reflected a wish to gain people's substantive views, rather than to test how articulate they were. Inevitably, providing statements would limit the areas of concern addressed, and therefore skew the data towards the concerns of the researcher, and yet the technique might be justified (at this stage) as it should overcome some of the differences in expressive powers, amongst adults and (separately) amongst pupils, and it should provide a clearer focus for the research. Respondents being given statements also allowed for a large quantity of detailed information to be gained in a short time, as people can generally say what they think about a statement sooner and with more confidence than they can compose a statement to describe the same situation. The limiting effects of the researcher providing statements might be obviated by the inclusion of open questions at the end of the questionnaires, and by further exploration of the responses to the questionnaires, in interviews of staff, described below. Dalin and Rust suggest a further technique, of involving teachers and pupils in developing or choosing the statements used in the questionnaires (Dalin and Rust 1983: 128 and 137). This technique was not used in the present research, as Stages One and Two of the research involved only a single use of questionnaires in each school, and therefore provided little opportunity for development of the instrument over time in any one school.

Student teachers and teachers were asked to give two responses to each statement as it applied to their school. A response of 'not important' (or 'never', or 'low', depending on the category) to a statement was indicated by the respondent putting the number 1 in the corresponding box; 'very important' (or 'always', or 'high') was indicated by a 5. Responses were elicited for both the 'ideal' (described as 'the ideal situation' or 'how you would like it to be') and the 'real' (described as 'the current situation'). (See Appendices 1 to 4 for these questionnaires.) Pupils were given linguistically simplified versions of the same statements, and were asked to give only one response, a number from 1 (representing 'I agree') through 3 ('neither') to 5 'I disagree'. (See Appendix 5 for this questionnaire.) Pupils, who might be expected to have less developed or reflective views on schools, could, in answering the questions with a number for

agreement/disagreement, express views on issues that might, if asked about using open questions or the more complex 'real/ideal' categories, have been very briefly or superficially answered.

The structure of real/ideal questions given to student teachers and teachers was initially taken from Dalin and Rust (1983), who saw the contrast between the real and the ideal as a way of indicating graphically (i.e., literally, in graphs) what teachers could be encouraged to work on to improve, and of what they simply had low expectations.[52] However, the real/ideal contrast was found confusing by some respondents, who asked questions such as 'do you mean ideal for this school in the current social and political climate, or in an ideal world?'[53] In composing the pupil questionnaires, then, I felt the need to simplify the form of answer as well as the wording of the statements. However, pupils' 'agreement/disagreement' was directly comparable to students' and teachers' 'reality' score. And as the pupil questionnaires ended with an open question about how the school could be improved, responses of students and teachers to the 'ideal' situation could be compared with pupils' responses to this last, open, question.

In choosing statements, there was no attempt to balance 'positive' and 'negative' wording. Most of the statements could be regarded as 'positive', with the statements most likely to be seen as 'negative' being the ones relating to pupils avoiding work, managers acting as if they were superior, and, perhaps, the whole school stressing individual rather than collective goals. The wording (detailed in Appendices 1 to 5) was chosen for clarity rather than in order to balance sets of statements. For example, an apparently 'positive' version of 'pupils avoid work' might have been 'pupils work hard', but the latter might have been confused with the earlier question on pupils trying to be academically successful. Similarly, an apparently 'positive' version of 'managers act as if they are superior', might have been 'managers act as if they are equal', but this could have been confused with the question on them creating a sense of community, or with an issue of the degree of 'democracy' in the school structure. (Whether the statements as used

[52] The further significance of these categories has been discussed briefly, above, and is discussed further, below, in Chapter V.

[53] My response to this question was 'ideal for this school in the current climate'. There is further

in the questionnaires should indeed be regarded as 'negative' is considered in some detail in Chapters IV and V, below. Each of the apparently 'negative' statements was seen as positive by at least one of the respondents, and it therefore became evident that prejudging how 'positive' or 'negative' a statement might be, would itself be inappropriate.)

The lack of balance in the mixture of 'positive' and 'negative' statements might be expected to lead to a question-and-response bias. That is, one might expect a bias towards similar numerical responses, no matter whether the questions were positive or negative, and this would affect the results. Such a possible bias has been mitigated in the analysis of the data. There is a focus on relative values, rather than absolute values, of the numbers given and their means. That is, a 'high' or 'low' score (or mean score) is not generally treated as important in itself, but only in comparison with a lower or higher score for another group or for the same group on another occasion. Hence, although there may be some bias towards, say, a response of approximately '2', it can still be assumed that responses below or above this preferred number have an importance, even if the importance of '2' itself is affected by the question-and-response bias.

It should be said that in simplifying the wording of statements, between the teacher and pupil questionnaires, there was an attempt to retain as much as possible of the meaning of each statement – but this was, inevitably, a particular challenge. A good example is the statement (in the 'whole school' section) relating to the sense of community. For teachers and students, the wording was '[School] emphasises an ethos or sense of community at every opportunity' (as in Appendices 1 to 4). When it came to devising the pupil questionnaire, most of the words used in the teacher questionnaire were inappropriate and likely to cause confusion amongst pupils. For example, even if words like 'ethos' and 'emphasises' were understood, the 'sense of community' might easily be confused with a 'sense of the wider community beyond the school', and the phrase 'every opportunity' might have been taken to imply giving pupils opportunities. In order to capture the sense of a single 'community', and that this is part of the ethos of the school, and not just a formal organisational matter, the phrase '[School] is like one big happy family' was used (as in Appendices 5 and

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discussion of the issue of the 'ideal', in Chapter V, below.

7). The phrase is something of a cliché in schools (and perhaps other organisations), but this, it was hoped, would help pupils recognise the meanings involved. Indeed, the Head of one school participating in the research described his rôle as being 'like a good parent' (Appendix 20, interview 4). (The familiarity of 'one big happy family' *as a cliché* to teachers was, incidentally, seen as a good reason *not* to use the phrase with staff.) Histories of the word 'family' suggest several related meanings, capturing various aspects of 'community'. Hence 'family' is defined as

> The body of persons who live in one house or under one head, including parents, children, servants, etc. (OED 1991: 566, definition 2a.)

with the earliest reported use in this form being from 1545, and already associating 'family' with 'happy': 'happye and prosperouse in my familie'. A second definition, which might appeal to those who know schools, is

> *Happy Family*: a collection of birds and animals of different natures and propensities living together in harmony in one cage (OED 1991: 566, definition 2b.)

with the earliest, 1844, use reported by P T Barnum. A third definition is

> A brotherhood or group of individuals or nations bound together by political or religious ties (OED 1991: 566, definition 5.)

with the earliest use being in a Bible of 1611. These three definitions and the common use in schools of the whole phrase 'one big happy family', together seemed sufficient to the researcher to allow the phrase to be used in pupil questionnaires as a reasonable re-phrasing of 'ethos or sense of community'. One pupil (a Year 10 pupil in Roundabout, Appendix 21, pupil 100) said that her school was 'like one big family'; another pupil (in the same class) said the school was 'definetly NOT a family – and not even near to being Happy' (Appendix 21, pupil 82); a third pupil (in Year 9 at Battle Bridge) said they 'would like the school to be a big happy family' (Appendix 23, pupil 214). Such responses – with pupils borrowing the phrase to use in their prose responses – indicate a confident understanding of the phrase.

Such decisions about the wording of questionnaire items were discussed with the

research supervisor, but 'open questions' were included in the questionnaires precisely in order to overcome some of the problems associated with providing ready-made statements to which pupils and teachers should respond. These more open questions were concerned with how the school could be improved. Responses to the open questions were used in several ways, including in the interviews and subsequently, of course, in the description and analyses in Chapters IV and V.

General methodology and methods textbooks often note the advantages of questionnaires as including the possibility of quickly gaining a large quantity of information from a wide range of people, and getting information in a form that makes detailed comparison possible between people and groups. Questionnaires may also provide information that the respondent would be unwilling to say to an interviewer or unwilling to say in the presence of peers – especially if the questionnaires were, as in this case, largely confidential or anonymous. For example, pupils or teachers, being interviewed by someone introduced as a teacher (as the researcher was), might be reluctant to say things that were critical of teachers or that might be deemed unacceptable to teachers. That there might have nevertheless remained a reluctance to say or write 'unacceptable' views was perhaps indicated by the absence of any obviously racist remarks from interviews or discussions. (One apparently racist remark was put on a survey by a pupil and 'edited out' by a teacher who was giving individual support to that pupil – for which, see the reporting of Stage Two data, below, in Chapter IV.)

Six sets of questionnaires were developed for Stage One research, four for student teachers to complete at different stages of their PGCE course (Appendices 1 to 4), one for teachers (also Appendix 4), and one for pupils (Appendix 5). The first of the student questionnaires, the 'PSE' (Preliminary School Experience) set, was delivered in September 1993. The students started their course (in the year 1993-4) with a period of preliminary school experience in a primary school. The PSE questionnaires asked them about that experience. Given the short – two week – placement in the primary school, and the possibility that students might have had little contact with managers and contact with perhaps only one teacher, they were asked only about the school priorities and

the pupils. In choosing to question the students on this experience, there was an assumption that understandings of primary schools might in some way be easily compared with understandings of secondary schools. This is not dealt with at length in the project, as primary schools work within the same legal framework as secondary schools (including, for example, the teachers being regarded as *in loco parentis*), and the 'community' nature of primary schools is likely to be regarded as more 'taken for granted' than that of secondary schools. (Colson, for example, says 'there are schools which have many of the traits of community ... and this is especially true of primary schools', Colson 2000.) Secondary schools may be, or may be seen as, divided into distinct departments, and may be seen as having 'external' aims such as exam results or vocational training, rather than aims related to personal and social development. Primary schools rarely have the same 'departmental' divisions, and, although examination results seem increasingly important, there appears to be a greater emphasis on 'whole-child' and 'whole-school' characteristics. In such a context, asking students about primary school experience is seen as an opportunity to gain a greater understanding of schools that might fit better into the model of 'school-as-community' suggested in the literature review (above, Chapter II).

The second set of student teacher questionnaires was the 'Trail' survey, completed in October after the first day in the main, secondary, placement school during which they 'trailed' a pupil. This questionnaire asked about the school, the pupils, and themselves as teachers, but avoided asking about managers, as contact with managers on that day varied hugely between schools/students. It was not until November that the students completed a questionnaire covering all four of the aspects of the school (i.e. the school as a whole, pupils, teachers – including themselves as teachers – and managers), and this third questionnaire was repeated, effectively unchanged, as the fourth questionnaire in April 1994 – with the distinction being the longer experience the students had had in their schools. The student teachers completing questionnaires all agreed to take part in the research, with questionnaires filled in during tutorials. Several added to, or clarified, their answers, orally, in the tutorials, and this information is included where relevant. Preliminary analysis of their questionnaires (taken as a group) was reported back to them, and this process elicited further comments and explanations from the students.

Serving teachers, in both Hardcastle and Roundabout, completed questionnaires (virtually identical to the third and fourth student questionnaires) in February or early March 1994. The teachers given questionnaires in Stage One were the whole teaching staffs of Hardcastle and Roundabout, with the surveys introduced by the researcher during staff briefings at the start of the day, and given to each teacher in their named trays in the staffrooms. I had discussed the research, and how it would be useful for the school, with a senior teacher and Head of Hardcastle, and the Deputy Head (who negotiated himself with the Head) at Roundabout. They agreed that I could use questionnaires and interviews. In order to increase the response rate, I offered a 'prize' of a book token, given to a respondent picked at random during a prize draw during a later staff briefing[54].

As well as questionnaires, a second Stage One method used was a set of semi-structured interviews with teachers. Interviews can generate more qualitative and more in-depth information, and are particularly useful ways of following up issues and getting respondents to explain or justify their views. Though generally harder to analyse and having a greater risk of 'interviewer effect', interviews can add meaning and therefore validity to results gained using other methods. In the case of the Stage One research, all teachers were asked on the questionnaire whether they would be prepared to be interviewed as well. From the list of those who agreed to be interviewed (i.e. 16 out of 41 responding staff, 39% of those completing questionnaires), four full interviews were arranged. As the number interviewed was such a small proportion of respondents (and of respondents offering to be interviewed), the characteristics of the interviewees are not systematically compared with the characteristics of the whole group of respondents: rather, their individual positions are discussed. In Roundabout, one senior member of staff (the Deputy Head who had agreed to the research) was interviewed. Several failed attempts were made in Roundabout to interview a more junior member of staff. In Hardcastle, interviews were held with one senior member of staff (the Head) and one more junior member of staff, both of whom

[54] The response rate of teachers ended up at 58% (further details in Appendices 17 and 18, below). The idea of the prize came from Scottish Office Education Department & HM Inspectors of Schools, 1992. In that study, on one occasion a bottle of Scotch was offered in the prize draw, and it elicited a 100% response rate. Offering a more 'sober' prize (i.e. a book token), here, appeared to have a less positive effect on the response rate. However, with no 'prize' offering,

had expressed strong views on education and on my research. A third teacher, again a junior member of staff, asked to be interviewed as she was leaving the school at the end of the year, and wanted to let someone know what she thought about it. Practical factors – in particular, lack of time – made further interviews impracticable. The information in the interviews was certainly very valuable, if not representative, and it did at least involve contrasts in perspectives. It was hoped that the staff interviews would have provided a similar amount of data to the staff questionnaires. Instead, the four interviews provided a more limited quantity of data that was, nevertheless, complementary to the data elicited by the questionnaires.

It was intended that at least one older and one younger class of pupils in each school would complete questionnaires. Time constraints did not allow a longitudinal study of how pupils' views changed over the years, and the aim of the project was not to look at longer-term dynamics of change, so much as the possibilities of change in the shorter term (for example, in Stage Two, over less than a year). It was the diversity of views within the school community (in this case, the different views of older and younger pupils) that was the focus of the research, and classes of younger and older pupils were chosen with this in mind. Timetabling constraints affected the choice of classes: in all four cases, only one Year 7 or 8 class, and one Year 10 or 11 class, was available to be surveyed in the weeks allocated to this part of the research. In Hardcastle, a Year 8 and Year 10 class were surveyed, with the questionnaires distributed by and handed back to a student teacher, who had agreed to do the work (and gained access to the full version of the results, which helped with the student's PGCE research). Brief discussions were held by the student teacher, after the surveys were collected, but these discussions were not recorded. In Roundabout, a Year 7 and Year 10 class were surveyed by the researcher. In none of the four classes surveyed was there an 'established' member of the school staff present. This was potentially helpful in reducing the possible bias created by the presence of a regular teacher. (Scottish Office Education Department & HM Inspectors of Schools, 1992, warns of such bias.)

In this, Stage One, research, student teachers, serving teachers, and pupils were

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the response rates for student teachers and pupils was 100%.

questioned. As has been said above, of all the research, non-teaching staff, governors, parents of pupils, and people carrying out other school-related services were not questioned. With respect to this Stage, there would have been advantages in seeking the views of others involved in the school, as the perspectives of non-teaching staff, parents and carers, or members of other organisations associated with the school, would have provided more evidence of unity or diversity. Diversity of views, in particular, might be expected from people less involved in the central activity of teaching and learning, and such diverse views might offer potential for further development in the school. These groups, outside the central teaching-learning activities, might also be expected to have a greater objectivity when commenting on the work of managers, teachers and pupils. However, the central purpose, of investigating the possibility of using the views of participants in developing more supportive schools, is not primarily to provide an 'objective' description of schools-as-systems, but to describe some of the developmental possibilities of central participants[55] in the school community. If views are collected from more 'outsider' groups, their usefulness is compromised by the fact that these groups are less likely to be fully involved in implementing in-school developments.

It was in Stage Two of the research that the implementation of an in-school development was investigated. This chapter therefore continues with a consideration of the Stage Two contexts and methods.

Stage Two contexts: the school and the researcher

The research context

Stage Two of the research explored ways in which Stage One techniques might tie in with the development of the school as a whole, with the research being done by what McDonald might call a 'true insider' (McDonald 1989: 207). The central aim was therefore:

* To investigate the use of the views of members of a school community, to

[55] The division between closed systems and open systems approaches, with the former having a more subjectivist approach, is well described in Morgan 1986: chapter 8.

contribute to the development of a whole school.

This stage of the research, as it was related to a school development project, shared some characteristics of action research. McMahon stresses the idea that in action research 'the researchers are themselves involved in the action' (quoted in Myers 1996: 21), and that, basically, '[t]he most general description that one could give is that the teacher researchers are conducting an investigation into some aspect of education which relates to their own work and behaviour while at the same time continuing to work as practitioners in school' (quoted in Myers 1996: 22). Similarly, Cohen and Manion point out that 'action research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention' (Cohen and Manion 1980: 186).

In these senses, the research – in Stage Two, especially – could be described as action research. However, there are characteristics of the research that suggest it should not be labelled 'action research'. The work in each stage did not itself develop in a 'cyclical' manner in which 'the impact of ... interventions ... [is] constantly monitored, reviewed and revised accordingly' (Myers 1996: 22), or 'modifications are continuously evaluated within the ongoing situation, the ultimate objective being to improve practice in some way or other' (Cohen and Manion 1994: 186). Aspects of the research were indeed evaluated, reviewed, revised, but this in general was done in between the Stages, rather than within them, so the research done with any single group, or as part of any one of the researcher's 'job descriptions', might not be properly described as 'action research'. A simple, partial, explanation for this lack of circularity is the lack of time and resources. It is therefore worth comparing the Stage Two project with a much larger 'action research' project (also referred to above, under the heading 'school contexts' within the Stage One methodology).

The 'SMAD' (Schools Make A Difference) project, working in secondary schools in Westside Borough including Hardcastle and Roundabout, had funding of £540 000, and that was described by its evaluator as having '[o]n the whole ... achieved its objective of establishing the foundations for raising student levels of attainment, achievement and morale – no mean feat for a comparatively short-lived initiative' (Pocklington, in Myers 1996: 153, and see also Stoll in Gray et al

1996). If such a project was regarded as being particularly effective, in doing little more than 'establishing foundations' for affecting pupils, then the present project (with no dedicated funding) might not be expected to complete the 'full cycle' of intervening, reviewing and revising interventions. The SMAD project included funding for a project manager, project coordinators in each school, and an external evaluator, and also funding for capital-intensive initiatives such as flexible learning centres, ICT facilities, carpeting in classrooms, improved student toilets, and so on (described in Myers 1996: 66-67).

> There is no doubt that such a generous budget encouraged schools to participate in SMAD and provided the possibility for radical change in schools. ... For once, schools were being asked to make changes and were properly resourced for doing so. (Myers 1996: 69.)

Another view of the implications of funding was given by a senior figure in one of the SMAD schools, who told me that

> the first question I ask on anything is what's in it for the school . what's in it for the school . and I have cynically robbed TVEI[56] . and I have cynically robbed . er .. SMAD . without actually joining in the spirit of it ... because I have achieved things which I could not achieve . otherwise with the finance that's available[57]

With respect to funding and staffing, then, the SMAD project differed considerably from the current research, yet some of the research elements were closer to each other. Both used questionnaires administered to pupils, focusing on attitudes, and relatively informal interview data – often described in SMAD as 'anecdotal' evidence. Both avoided the central use of statistical analysis – with a suggestion in SMAD that 'it is well-nigh impossible to specify what the project has achieved in quantifiable terms' (Myers 1996: 153).

Whereas the SMAD study made use of the Keele University survey about students' perceptions of school life, and was therefore able to compare the Westside responses to those in the Keele database (Myers 1996: 63), the current study included a specially-prepared questionnaire, making comparisons beyond

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[56] The Technical and Vocational Education Initiative, operating from the mid-1980s.

[57] The identity of the person who said this, and the school referred to, has not been given in this report, as the statement might be taken as indicating a lack of good faith or professionalism.

the Westside schools impossible. This brings up the key methodological difference between the two projects: SMAD attempted to demonstrate that schools can change (or be changed), the current research attempted to demonstrate how particular techniques might be used to enable change. That is, Stage Two was an attempt to develop and analyse the techniques by which the needs for school development could be elicited from participants and then used within a development initiative or intervention. The narrower focus of the current research meant that there might be less 'generalisability' than in SMAD (although SMAD, too, avoided ambitious claims of generalisability), but there might be a clearer link made between the questioning process and the outcomes of the interventions.

Position of the researcher

The researcher in Battle Bridge, the Stage Two school, had a teaching contract including additional responsibility for various aspects of the school – such as History and RE and the Homework Club. By the start of Stage Two of the research (September 1995), the two-day a week secondment of the researcher for teacher training had ended, to be replaced by one day a week allocated to work related to the project. Although a relatively unusual arrangement, the Head was convinced that project work could be beneficial to the school, and therefore gave permission for the 'fifth day' arrangement[58]. The school management of Battle Bridge had already decided (during the Summer of 1995) to introduce a 'Classroom Code' into the school, and, knowing this, the researcher suggested that he might be involved in its introduction, and in monitoring its effectiveness. It was therefore a happy coincidence of a researcher wishing to continue research work, with a school wishing to make use of the researcher's skills to help introduce and monitor a whole-school initiative, that helped establish Stage Two of the research.

In many ways, the position of the researcher in Stage Two was similar to his position in Stage One of the research. Three rôles could be identified, of

[58] The financial arrangements (with respect to the researcher's salary) were much less clear than the timetabling arrangements, or the management of the project itself. Misunderstandings and disputes over finances were to follow, but these were only raised after the end of the Stage Two intervention, so consideration of them here seems inappropriate.

researcher, consultant, and teacher, just as three rôles (including 'teacher trainer' not 'teacher') were identified in Stage One, and the relationship between these rôles was in different ways both advantageous and disadvantageous. In both stages, too, the researcher was to some degree an 'insider', with possible effects consequent to that position. The differences between the positions were mostly of degree rather than kind. For example, the 'consultancy' rôle was less distinct, as colleagues of the researcher in Battle Bridge would have been unlikely to view any report as being that of an 'external consultant', given their everyday work with him, whereas the 'consultancy' reports in Hardcastle and Roundabout were indeed presented as being 'from the person from the Institute of Education'. This meant that reports to the school in Stage Two were presented and accepted as work by a teacher-colleague, without the label 'consultant' attached. The term 'consultant' still remains valid, to an extent, at least because the reports were completed during the 'fifth day' (and not within the usual teaching days), and were not completed as part of a normal teacher's duties.

In terms of the degree of 'insider' status, more generally, in Stage Two the researcher was established as a permanent member of the teaching staff, giving him much more of an 'insider' status with teachers and pupils. This might be expected to affect the research with pupils, in particular, as they might be expected to have a different attitude to research being completed by one of their teachers than to research being completed by an adult who did not teach them. (The questionnaires were administered by a variety of teachers within the school, too, within normal lessons, and not only by the researcher himself, so this effect might be expected to be even greater.) However the effects of the researcher's greater 'insider' status are seen as broadly helpful for the research. There was less need for *convincing* pupils that the research might be useful for, or used in, the school, when it was co-ordinated by one of their own teachers. Teachers, too, would be less likely to see the process and results of the research as putting them 'at risk' or being misused outside the school, as the researcher was seen by all staff as a colleague.

The school context

For Stage Two, work was planned for just one school ('Battle Bridge'), in order to

investigate a detailed example of change. It was hoped that the research would form part of, and not just an analysis of, a significant aspect of the school's development. There were other possible approaches to the Stage Two work. One would have been to use the Stage One schools as extended studies, which would have integrated the two stages, and helped the schools make fuller use of the data already elicited. This would have caused practical difficulties, as the researcher's contract to support student teachers in those schools had by this time ended. A second alternative to the study chosen would have been to complete a larger number of school based studies. This would have increased the range of information supplied. However, as the research aimed to provide an example of one particular approach to change, a single school based study was completed. Another significant determinant of the number, however, was nevertheless simply the lack of good access to more than one school. A larger study, looking at contrasting approaches to change in school, and comparing similar approaches to different varieties of change, might be an appropriate extension of this research. It might, for example, have been valuable to have studied how different schools implement the same, externally imposed, change – such as introducing the National Curriculum, or the 1994 Code of Practice for SEN[59].

However, as has been described above, the coincidence of a school development initiative with a wish to complete research in the school, led to the Stage Two work on the Classroom Code in Battle Bridge. Battle Bridge can be described using the Ofsted inspection report (Ofsted 1996), completed in the academic year following the research. The school is a mixed County Secondary school for 11 to 19 year olds, within Northern[60] Borough. The school is

> in an inner city area which has many features of inner city deprivation. ... It serves a diverse multi-cultural community. The school recruits from the full ability range with a predominance of lower ability students. There are 728 students in the school; it has been under-subscribed but is now attracting more students in Y7. ... Two-thirds of the students are eligible for free school meals; 73 are in temporary accommodation and 126 are refugees from 19 countries, the largest group being from Somalia. ...

[59] Department for Education, Welsh Office (1994). There have been many guides to implementing the Code, most of which allow for different strategies to suit the needs of different schools. See, for example, Ramjhun 1995.
[60] A pseudonym.

> Many students are at the early stages of learning English; six out of seven students receive additional support in this respect. There is a high turnover as new students join the school and others move to more settled circumstances outside the area. Forty-seven percent of the 1995 GCSE cohort did not start their secondary education at the school. Over a sixth of the students are on the register of special needs and 53 have statements of special educational needs (SEN). ... The school is a community school and works closely with the community to provide an extensive range of educational opportunities for local people. A feature of the locality is the high level of racial tension in the wider community which has resulted in harassment of some students from this school. The school has taken very positive initiatives to ease the tension in the neighbourhood and has effectively built bridges with all of its neighbouring communities. (Ofsted 1996: para 11.)

The inspection report's main findings include a very positive overview:

> The school is an orderly, friendly community. It provides a secure, caring environment for students. It has a hardworking and committed staff and enjoys good relationships with its students and parents. The school makes admirable provision for students who come into the school with a range of disadvantages and enables them to make good progress in relation to their circumstances. Furthermore, where they come in with high attainment, students can achieve appropriately. Therefore, the school adds significantly to the educational achievement of its students. (Ofsted 1996: para 1.)

This, despite standards of attainment being 'below those expected nationally', as this 'reflects the range of learning needs of many of its students' (Ofsted 1996: para 11)[61].

> Relationships are consistently good. Racial harmony is a very strong feature of the school; all ethnic groups work well together and provide a rich and supportive learning environment. (Ofsted 1996: para 5.)

Leadership is 'consultative and collegial and seeks to engage middle managers in the whole-school decision making process' (Ofsted 1996: para 8), and pupils 'are keen to learn': ' Most students show interest in their work and, where they understand what is to be done, apply themselves diligently' (Ofsted 1996: para 19).[62]

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[61] 'The standard of teaching in nine out of ten lessons was judged to be satisfactory or better and over a half were good. This is a very positive picture, and another major strength of the school. ... Discipline is good in almost all lessons. Teachers are good at commending students for their efforts' (Ofsted 1996: para 4.)

[62] 'The school recognises the need to help pupils have the confidence to take more responsibility

> Students are polite and trustworthy; they are respectful to their teachers and sensitive to one another. In most lessons a friendly, though businesslike atmosphere is effectively maintained. ... The school is actively seeking ways of making students take more responsibility; for example, the school council enables students to make a very real contribution to the life of the school. (Ofsted 1996: para 19.)

Perhaps the most impressive feature of the report is the description of cooperative work amongst groups that in the local community might be in regular, serious, conflict.

> The school is a diverse multi-cultural community. Racial harmony is a very prominent and positive feature of the work of the school. Many opportunities are taken to celebrate diversity and to place this at the centre of the work of the school. Students' attitudes to one another and their teachers are very positive; the school has a very relaxed, pleasant learning environment in which there is no tension at all between groups. (Ofsted 1996: para 20.)[63]

More generally,

> Relationships throughout the school are good and there is evidence of collaboration in all activities. Incidents of bullying are acknowledged but staff are caring, and quickly implement strategies to deal with such incidents. There is evidence that students are prepared to take initiatives and responsibilities; this is demonstrated through the work of the school council, and the self organisation of team games at break times. (Ofsted 1996: para 22.)

According to the survey of parents (albeit with a response rate of only 5.6%), parents 'were generally pleased with the progress their children make', and '[b]ehaviour is good – much better than three years ago' (Ofsted 1996: para 138).

The issue of 'behaviour' was of particular significance to the research in Stage

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for their own learning and to become more independent in their studies. ... Students appear to enjoy their lessons and generally find school a positive and enjoyable experience. Concentration in lessons is broadly satisfactory and, where teachers provide an appropriate range of work, students are engaged and time passes quickly.' (Ofsted 1996: para 19.)

[63] Some of these statements should be compared to the statements by pupils about tensions within the school, as described in Chapter IV, below, and in Appendix 23. The Ofsted report says that '[b]ehaviour around the school is good; students are courteous towards each other and towards adults. Students show consideration and respect for others, for their beliefs and values, and for property and equipment. This helps to create an orderly and safe environment' (Ofsted 1996: para 21.)

Two, with the core of the research being related to the introduction of and continuing support for a 'code of behaviour' (the 'Classroom Code'). This also related the research back to a key issue in Macmurray's consideration of schooling. For him, we should not contrast 'freedom' and 'discipline', as

> [d]iscipline is the condition of all freedom in human life, and all training is discipline. The discipline which a school exists to provide may be willingly and gratefully welcomed by its pupils or it may be imposed and enforced. If it is not willingly accepted it will have to be enforced. But this means that the motive for accepting it is fear, and to enforce discipline is to use fear as an educational motive: I will not say that this is never justifiable, but I will say that it can only be justified as a last resort; and that it implies a confession of failure. (Macmurray 1968: 33.)

Hence,

> Freedom in Community is the first condition as well as the final goal of true education.
>
> Friendship then is the condition of freedom in community. (Macmurray 1968: 34[64].)

It is worth noting, too, that the 'behaviour' covered by a 'behaviour code' might (as the Macmurray extract implies) refer to a wide range of activities including those central to the task in hand (in this case, education), and need not simply refer to narrow issues of behaviour/misbehaviour such as eating, swearing or hitting people, or 'courteousness' (as in Ofsted 1996: para 22, quoted above). As has been said above, pupil-teacher dialogue often focuses on (narrowly defined) 'behaviour and not learning' (Rudduck et al 1996: 2) or 'social bonding without academic engagement' (Wehlage et al 1989: 203). It was therefore important to investigate, in this stage of the research, an initiative that had broad educational aims rather than 'behaviour' as narrowly defined. The naming of the initiative, as a 'Classroom Code', intentionally allowed for a broad approach – i.e. an approach looking at 'what went on in classrooms'[65].

Stage Two methods

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[64] These quotations belie Jeffko's comment, in the introduction to a book by Macmurray, that the 'teacher-student relation ... is far from being a friendship' (Macmurray 1993: xxii).

[65] Another implication of the name was that the work would concentrate on classrooms, not corridors or playgrounds, as already noted earlier in this chapter.

The methods used included questionnaires for pupils, and written monitoring accounts by pupils. The pupil questionnaires were developed from the questionnaires used in Stage One. Questionnaires were administered between November 1995 and January 1996, following the initial introduction of the Classroom Code, giving them a greater rôle in the 'monitoring and embedding' stage of the Code than in the initial introduction. Only pupil questionnaires were used, as permission was refused for the use of staff questionnaires[66]. However, the views of teachers were elicited (in other ways) and used in the development of the Classroom Code – the development project to which the research contributed. Changes in the pupil questionnaires, from those used in Stage One, involved adding a category of questions relating specifically to the Classroom Code and its possible effects. In this way, the research was able to combine data on the pupils' attitudes that might itself be used within the development of the Classroom Code. The researcher, himself an 'insider' in the school, and the Deputy Head responsible for the Classroom Code initiative, were both involved in the development of the questionnaire statements. This could be regarded as an example of what Dalin and Rust recommend, i.e. the involvement of the school in the development of the diagnostic tools used in the research (Dalin and Rust 1983: 175, quoted above in the section headed 'truth and sincerity').

The other data gathered in Stage Two were from written monitoring accounts by pupils, recording pupil responses to the Classroom Code. These are used to illustrate further possibilities for the use of 'insider' research, rather than as data to be systematically analysed for their own sake – in terms of measuring the behaviour of pupils and teachers in classrooms. The classes to be questioned (including the questionnaires and the monitoring accounts) were chosen in consultation with the Deputy Head responsible for the initiative. They were the classes involved in the Code pilot scheme, the first stage in the introduction of the Code, including classes from Years 7 to 9, and were chosen for their contrasting qualities: i.e. both 'well behaved' and 'badly behaved' classes, as perceived by teachers.

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[66] No detailed reasons were given for this refusal. It might have been through a concern for teachers' work loads, or for eliciting data that the school might not want. As more of an 'insider', the researcher felt it inappropriate to press the manager responsible for this decision, for an explanation. This is a good example of a problem resulting from being an 'insider'.

As has been mentioned above, teacher questionnaires were not included in Stage Two. This meant that, although pupil responses might be compared with the responses of Stage One pupils (as many of the questions were the same), there could be no comparison of teachers' attitudes, other than comparisons based on 'anecdotal' evidence. This limitation was compounded by the absence of teacher-interviews, too. In earlier stages of research planning, it was thought that a number of interviews would be carried out in Stages One and Two. However, the practical difficulties of interviewing, experienced in Stage One (described above), the expectation that there might be greater problems completing interviews in Stage Two (if the interviewer were the researcher – an established colleague of the potential interviewees), and the refusal of the school to allow the administration of teacher questionnaires (which formed the basis of Stage One interviews), conspired to suggest that staff interviews be avoided in Stage Two.

No work was completed with student teachers in Stage Two. Battle Bridge did 'host' student teachers, but the researcher had no formal – or indeed informal – responsibility for them[67], so no attempt was made to address the specific issues related to student teachers. That would be completed in Stage Three.

Stage Three contexts: the university, students and the researcher

The research context

Stage Three was intended to clarify the issue of the development of *individuals* (in particular student teachers) within a school community. More especially, it was intended to elucidate the questionnaire and interview data (from Stage One), and the Stage Two work on whole school development, by investigating the relationship between the student teachers and whole schools, as the perceptions of student teachers might be expected to help explain how schools develop. The key aim was therefore:

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[67] I continued with some involvement with teacher training at the Institute of Education, though on a more *ad hoc* basis, and was a tutor for the Open University's PGCE scheme. In these capacities, though, I had no link with the students based at Battle Bridge.

* To investigate the use of the views of members of a school community, to contribute to the development of individuals (in this case, student teachers).

Whereas Stages One and Two were designed to be in a sense 'complete' – supporting consultancy reports in Stage One, and a school development initiative in Stage Two – the Stage Three research was to a much greater extent subsidiary to the earlier work. Preliminary discussion and analysis of the earlier data suggested a model of how schools worked as systems, and how student teachers helped define the boundaries of schools. Stage Three, then, helped clarify those preliminary findings.

Position of the researcher and the student teachers

The Institute of Education's PGCE course was described above, including the distinction between curriculum, professional studies, and school groups to which students belonged. As Stage Three was being planned (during the academic year 1996-7), the researcher was no longer a 'General Tutor' but was a 'Curriculum Tutor' and 'APIT' tutor at the Institute. The rôle of General Tutor had, by this academic year, been all but abolished. Much of the work previously done under that title was devolved to schools, with other aspects devolved to Curriculum Tutors[68]. Where schools did not wish to take such an active rôle in teacher training, they could become 'Associate Partnership' schools, and the Institute-based tutors known as APITs (i.e. 'Associate Partnership Institute Tutors'). The researcher was involved in the APIT scheme, but this included very little time working with the students as a group in the Institute, and the time available was entirely pre-determined, so a 'group interview' with these students was not viable. For this reason, the student teachers who could most appropriately be involved in the current research were those for whom the researcher was a Curriculum Tutor – for Religious Education and Social Studies.

Many of the methodological issues relating to the researcher's tutoring of student

[68] The Curriculum Tutors were by that time renamed 'Institute Tutors'; the former name is retained in this thesis, for simplicity.

teachers have been considered above, in the description of Stage One of the project. Two additional points should be made. In the first place, the students were all following the same curriculum course, and so might be expected to have more uniform views than the previous student group studied – who came from a wide range of curriculum backgrounds. Although this may have affected the results, the students still had diverse academic backgrounds and school experiences (characteristic of RE/Social Studies groups), including degrees in various social sciences, philosophy and religious studies or theology, and there was no evidence of a narrowing of the range of views expressed in the research itself. Stage Three was, in any event, intended to complement earlier work rather than develop especially generalisable data in its own right.

A second point to be made is that the research in Stage Three was completed towards the end of the academic year. It was, in that sense, more of a summary of views developed over the year of the course, than an indication of views to be developed through the year. The position of the research at the end of the PGCE course found the students at a time when their focus was no longer primarily on the course itself (especially as all teaching experience and coursework had been completed), but on their future careers. This was reflected in the introduction to the exercise, which said:

> I'd like BTs to work on their practice schools, as a way of preparing for their first jobs. The following exercises are intended to help you reflect on your schools and on your own work in them. I'm asking you to do this work on the day you hand in your last piece of coursework, as this seems to be a good 'reflective moment' – a turning point in your perspective, from looking back to teaching practice and coursework, to looking forward to summarising the course (in the portfolios, etc.) and getting in to the profession.

As that introduction suggested, it was hoped that the effect of the research occurring at the end of the course, would be to encourage a more reflective response. In practice, a number of the students, instead, were absent, so focused were they on their professional futures. The data generated by the exercise was, nevertheless, valuable in clarifying various issues raised by Stages One and Two.

Stage Three Methods

This was a small study, making use of only a single research method, i.e. a set of *ad hoc* group sorting tasks, completed with student teachers. The exercise was intended to allow one of the groups studied in earlier stages (i.e. student teachers, though not the same student teachers as previously questioned) to explain in greater detail their views of the school communities in which they had worked, relating this to their own development. The tasks could have been described as a group interview, as it involved student teachers negotiating with the researcher and with each other to come to agreement about schools and personal development, and as the tasks were audio-taped. However, the main tasks involved the completion of diagrams, describing the key issues, and as such did not neatly fit the 'group interview' description.

In order to clarify the data generated by the questionnaires in Stages One and Two, the first two tasks involved manipulating the 28 statements from the Stage One staff questionnaires. The aim was not to gain a level of consensus amongst the student group as a whole, as they were not being studied as a single 'community', but as students who had worked in a number of different school communities. Therefore, the students were allowed to group themselves according to their perceptions of their experiences or by friendship groups.[69] Each group of students was given a large sheet of paper[70] and a set of papers each with one of the 28 statements. Rather than give numbers to each statement (as in the questionnaires), the students were asked to create a 'picture' of their main practice schools:

> ... in your groups, think about your main practice schools, as they were when you were there. Look at the statements I'll give you. Group the statements onto the paper, in a way that makes most sense for you individually and collectively. Try to go beyond 'obvious' groupings (e.g. by numbers or topics). Describe how the practice schools *worked*.
>
> Label each group of statements (and use arrows if you want), and say why and how the statements fit together – why you've grouped them as you have. Write/draw as much as you can to explain your decisions (and any disagreements over decisions, if necessary). If you want to change the

[69] No further investigation was made of the nature of the groupings, and no comment was made about the groupings, as noted in the analysis in the following chapter.
[70] The paper was A1 size. The responses are in Appendix 25, reduced to A4 size (hence the relatively poor quality of the reproduction) and, where appropriate, transcribed.

> wording of any particular statement, you can, but please do this as little as possible, and make any changes very clear.

A second, briefer, task was to 'convert' these diagrams into pictures of 'ideal' versions of their schools. Again, this did not involve the numbering of the questionnaires but written (diagrammatic and in words) accounts of the 'ideal'.

> ... I'd like you to think about an *ideal* version of your main practice school. Not 'the perfect school', but an ideal version of your school, given its situation and context.
>
> Look back at the previous exercise, and make adjustments *in a red pen*, to create a description of this 'ideal' version. You may want to change a lot or a little: you decide.

A third task was intended to look at specific issues relating to their rôles as student teachers. This might complement interviews with teachers (in Stage One) on sources of support, work on hierarchies and communities throughout the research, and of course work (especially in the literature review) specifically on student teachers. A set of statements was devised[71], describing different elements of their PGCE course, and their previous work and experience. The students were asked to group and explain these statements:

> Consider your own work on the PGCE, and your previous studies, paid or unpaid work, and other experience. How did different elements (of the course and your life) contribute to *your* work in the main practice school, and the life of the *school as a whole*?
>
> Group the statements I'll give you, in any way you feel appropriate. As before, label each grouping, and write why the group is as it is. You may wish to think about how each quality contributed to the 'reality' of the school, or to bringing it closer to the 'ideal' version of the school (i.e. improving the school). However, you are welcome to go beyond these categories.

Finally, a task intended to help with descriptions of the schools as whole communities, investigating three groups in schools – managers, teachers and pupils:

> There's a 'triangles' diagram[72], showing three groups of people (teachers,

[71] These are given in Appendix 25.

[72] This diagram is included in Appendix 25. Its presentation had been slightly simplified (with

pupils, and managers), in a 'real' and 'ideal' version of your main practice school. What I'd like you to do is to fill in 'speech bubbles', saying what you think each of these groups might think (or feel, or say), and indicate (with arrows if necessary) where each speech bubble should go. Where more than one group thinks the same thing, you can indicate that in the central ('combinations') triangle. If there are important 'unthought' things (i.e. important things that no group thinks), then attach them to the 'no-one thinks' triangle.

As before, could you write, on the paper, why you have given these 'thoughts' to the different people.

The four tasks were completed in a single session at the Institute of Education, in June 1997. As has already been said, this session was very near the end of the PGCE course, and in some ways (for example, in terms of attendance of students) might have suffered from its position, with the students having taken on 'custodial values, ... seeing themselves as practising teachers who take advice now from their [teacher] colleagues' (Norwich, in Francis 1985: 42). And yet the students present were thoughtful and apparently enthusiastic about the exercise, and the data generated, helpful in clarifying prior theoretical work and data generated. Their 'values' were richly expressed.

fewer words on the diagram), after informal discussions with colleagues, and student teachers in other groups, who suggested the original version was a little complex and potentially confusing.

Chapter IV: School Based Studies of School Organisation and Development

'It had a lively reek of steaming life'
(Laurie Lee on his school, in *Cider With Rosie*)

Introduction

The three stages of research looked at the views of teachers, pupils and student teachers, with the aim of developing and piloting techniques for discovering the views of members of school communities, and making use of those views to contribute to individual and school development or learning. An indication of the success of the techniques might be said to be evidence confirming the models or theories of school organisation identified in the literature review. However, there is clearly a danger of circularity, here, as flawed research techniques might be said to be supporting (and/or supported by) flawed models or theorising. That is why the literature review and the methodology chapters explicitly share some common foundations – most particularly Macmurray's views on humanity and community. The present chapter, therefore, is a description of data gained through the three stages of the research, preliminary to an attempt (already described in Chapter III, above) to 'generalise' of the form '*in several contrasting schools, this is possible, and the same may therefore be possible in many schools*'.

Stage One Research in Westside Borough: a diagnosis of school organisation

This school based study focused on techniques for discovering the views of members of school communities (including student teachers), and thereby illuminating the nature of schools as organisations. Here, three sets of findings are outlined – those relating to communities, political organisation, and approaches to research.

Findings are described suggesting schools may be 'communities', in a sense that might be recognised by Macmurray. That is, schools exhibiting active (intentional) agreement[73], and having external ends as subsidiary to the

[73] 'Active' or 'intentional' agreement are, here as elsewhere, contrasted with a simple agreement

'personal' (in the narrowly Macmurrian sense). Evidence of schools as communities would imply a *personal* unity, and the recognition of individuals within the community – hence the possibility of diversity and disagreement within the community. Implicit questions include the ways in which pupils, teachers, and managers agree/disagree on key aspects of the school, what the implications are of specific areas of agreement and disagreement, and what views are expressed on learning, and attitudes to learning, in the schools studied.

The findings related to political organisation are those that might be recognised by Aristotle. For example, the intentions of leaders might be, or might be seen as, more important than the distribution of power. Evidence of such political organisation may include 'magnanimous' leadership (in a narrowly Aristotelian sense), and being led as involving full and 'equal' membership of the community. Implicit questions include what the views are of different *people* in the hierarchy (including student teachers) about different *positions* in the hierarchy.

The third group of findings are those related to the process of research itself. That is, the attempt to elicit more sincere responses, by asking questions central to aims of schooling, in a context of the possible uses of those responses to help meet those aims. Eliciting the views of pupils and student teachers, as well as teachers, was therefore undertaken within a model of (or as an example of) 'making' a school community. The subjective views elicited from members of school communities about 'real' and 'ideal' versions of their school, were in turn potential sources of data that might be used towards individual and school development or learning. Implicit questions include the relationship of the views of student teachers to those of pupils, teachers and managers, and the student teachers' changing views during their course.

Stage Two Research in Battle Bridge School: an insider using research in school development

This school based study included active involvement in the setting up and monitoring of a scheme of school development, engaging the views of teachers and pupils. Here, two sets of findings are outlined – those relating to the

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made up of a coincidence of views – generally referred to here as 'consensus'.

'community' nature of school as indicated by the data, and views of learning and school development associated with the Classroom Code. Implicit questions include how views on and attitudes to learning are related to the example of school development used in this study – that is, how learning takes place, amongst teachers, managers, and pupils.

In comparison with Stage One research, this stage of research was more 'insider' or *in situ* research – raising issues of sincerity, and the possibility of having truly community-based research, notwithstanding other methodological issues related to the whole process of research. However, the data themselves do not refer explicitly to the process of research itself. Perhaps this is because the research is indeed 'insider' research, so respondents comment on the Classroom Code, for example, but do not see the Code or monitoring the Code as a piece of research. These issues are not considered in detail in this chapter, but rather form part of Chapter V, below (the 'discussion and conclusions').

Stage Three Research in the Institute of Education: student teachers define themselves and their schools

This stage of research involved a series of exercises in which student teachers described their own views on their placement schools, and the supporting rôles played by different aspects of their courses and prior experience, and people in their placement schools. Here, four sets of findings are outlined – those relating to membership, apprenticeship and learning, leadership and followership, and sincerity.

'Membership' work has implications for 'borderline membership' (of students, pupils and others), and influences on students from both inside and outside the schools. Becoming a member is a learning process that may also be regarded as a kind of 'apprenticeship', with implications for models of, and supporters of or barriers to, learning by individuals and learning by schools. Models of leadership and followership may be related to Aristotle's work, and also have implications for models of support in general. Implicit questions include how student teachers view their own work, and the work of others in the school, in terms of the school as a whole. Questions are also raised about the research methods, as Stage

Three research tools allowed greater flexibility of response, eliciting comments relevant to the issue of 'sincerity' and related methodological topics.

Dealing with data

In the sections below, use is made of data given in full in the Appendices. When it comes to quantitative data, there is a considerable use of mean scores, and it is worth noting the particular reasons for using means, rather than medians or modes, in this context. The central reason is that the mean score incorporates data from everyone who responded to the question, whereas the medians and modes are not affected by 'extreme' answers. As inclusion is important to the principles underlying the research – with disaffected pupils or teachers as important as less disaffected ones in making up the school community – it is useful to use an inclusive mathematical technique. There is also a 'political' reason for the use of the mean. The results can be reported to members of the school community as reflecting the views of all respondents. That is, the results might be taken more seriously, especially by those who might have views at the extreme, if a technique is used that is influenced by all responses.[74]

The attempt at an 'inclusive' approach was complemented by 100% response rates of pupils and students at all stages of the research (other than some 'partial' responses by students in Stage 3, as described in Appendix 25). However, in the situations in which the responses were sought (i.e. university-based tutorials for student teachers, and classrooms for pupils), the respondents may have believed they 'didn't have no choice' (as one pupil wrote after the statement on the questionnaire 'Thanks for taking part in this survey'). The response rates of teachers were lower. In Hardcastle, there were 26 responses from 38 staff[75], i.e. 68%, with 11 of these 26 also agreeing to be interviewed, i.e. 42% of responding staff. In Roundabout, there were 15 responses from 33 staff[76], i.e. 45%, with 5 of these 15 also agreeing to be interviewed, i.e. 33% of responding staff. The total response rate from Hardcastle and Roundabout staff was 41 responses from 71 staff, i.e. 58%, and 16 agreeing to be interviewed, i.e. 39% of responding staff.

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[74] Other techniques of 'incorporating' the disaffected are described by MacBeath in Stoll and Myers 1998, with respect to teachers, and by Wehlage et al 1989, with respect to pupils.
[75] According to Staff Handbook dated September 1992.

To generate the interview data, each interview was conducted in the school to which the interviewee belonged, according to the 'in context' approach described in Chapter III, and making use of the interview schedule described in Appendix 6, below. Each was tape-recorded, but no written notes were made during the interviews. Of the four interview tapes, one ('Interview 1', in Appendix 20, below) was transcribed in its entirety. The others were listened to, and had notes taken on them, including some brief transcriptions. This approach follows the guidance given by Strauss and Corbin (for those developing more interview-centred 'grounded theory'), that

> transcribing ... should be selective. ... The very first interviews ... should be entirely transcribed and analysed before going on to the next interviews ... Later, ... you may wish to listen to the [other] tapes and transcribe only those sentences, passages, or paragraphs that relate to your evolving theory (Strauss and Corbin 1990: 30).

Stage One data: Communities, 'political' organisation, and the research process itself

Stage One research took place in Westside Borough in the academic year 1993 to 1994. Data collected during Stage One of the research is summarised in Appendices 9 to 22, below. There are many indications of the 'community' nature of schools, and these form the first part of this account of the data.

Community in general

The sense of community in general, involving what Macmurray might recognise as 'personal' relationships, was indicated by the student's comment (from observation time in a primary school[77]) that

> I did notice how much they infact[78] trusted the staff with their problems and

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[76] According to Staff Handbook dated September 1992.

[77] See above, in Chapter III, on the inclusion of primary school experiences in this Stage of the project. It is explained there that data from primary school observations might be used alongside data from secondary school experiences.

[78] In general, the indication '[sic]' is left out of quotations from written accounts given by pupils, students, or teachers, as it would make the reading more difficult. The indication is, however, included if it might clarify the meaning or significance of the statement.

> were able to be affectionate and form good relations especially out of the classroom. ... [T]here is a strong sense of family within the school as so many large families of children + relatives pass through it's years (Appendix 9, student 8[79].)

A similar comment, from a student in a different primary school, was that 'the school had a wonderfull sense of community and good academic standards' (Appendix 9, student 14). Overall, the 'real' scores[80] given by student teachers to primary school pupils suggested that they have a strong sense of 'belonging to a community', with the mean score of 4.00 being the highest in the pupil category, and the mean gap of 0.44 between 'reality' and the 'ideal' being the lowest in that category (Appendix 10). In contrast, it is worth pointing out how a student described a primary school that seemed to exhibit fewer 'community' characteristics, with an emphasis on (poor) 'relationships' and on a response to an external 'failure':

> The school was also going through a very bad time. The headmaster had been suspended at half term last term. Relationships amongst the staff were extremely bad, with a lot of tensions and undercurrents. Teachers were also under a lot of pressure because school had failed HMI. (Appendix 9, student 16.)

A similar situation (involving public 'failure') was about to develop at Hardcastle, and this is perhaps indicated by the teachers at the school, for whom the largest mean gap between 'real' and 'ideal', in any category, was that concerned with the school's 'ethos or sense of community' (i.e. the statement 'Hardcastle emphasises an ethos or sense of community at every opportunity'). The mean 'real' score was 2.68, with 1 being 'low' and 3 'medium' responses to what Hardcastle's priorities are at present; while the mean 'ideal' score was 4.56, with 3 being 'medium' and 5 'high' responses (see Appendix 4 for the wording, Appendix 19 for responses). When the mean 'reality' scores of teachers at Hardcastle are compared with those of teachers at Roundabout, the contrast between the schools is clear. The mean 'reality' score with respect to the whole school sense of community is 2.68 at Hardcastle, but 4.40 at Roundabout (Appendix 19). Teachers at Hardcastle, more than at Roundabout, report that

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[79] As noted above in Chapter III, the term 'student' refers exclusively to student teachers, and 'pupil' to school pupils, unless otherwise stated.

[80] As described in Appendix 21, reported scores for students and teachers range from 1 to 5, and

pupils may lack a sense of community. The mean 'reality' score, for the statement that pupils 'feel as though they belong to a community, as pupils of [School]', is 2.92 at Hardcastle, and is 4.07 at Roundabout (Appendix 19).

Both teacher and pupil questionnaires appear to indicate a difference between the two schools. Pupils in both schools seem to be rather lacking a sense of community. From Hardcastle and Roundabout together, the lowest mean score from pupils, and the only negative score, in whole-school priorities is of minus 0.51 for the 'ethos or sense of community' item[81], and this item is the only one in any category (i.e. school, managers, teachers, pupils) which has either a negative modal or a negative median score (for all of these scores, see Appendix 22). However, the data also provide a further contrast between Hardcastle and Roundabout. In Hardcastle, the mean score was minus 1.00 (for younger pupils, minus 0.97, for older pupils, minus 1.06), whereas in Roundabout, the mean score was minus 0.13 (younger pupils, plus 0.34, older pupils, minus 0.63) (Appendix 22). It is this contrast that suggests a confirmation of the difference between the two schools indicated by the teacher responses.

The nature of the school as a relatively *independent* community was also noted by a teacher at Hardcastle, who said that

> Hardcastle should look after its staff & pupils by saying 'no' to many developments and priorities which have originated externally eg LEA, government and prioritise (Appendix 17, teacher 8.)

That same teacher also suggested that staff meetings should act as a forum, in order to 'be helpful in uniting staff, sharing concerns and acting corporately' (Appendix 17, teacher 8), and this takes us on to a specific aspect of communities, that of 'active agreement'. However, it was an apparently ephemeral activity that was identified by a teacher at Roundabout as uniting the staff:

> when there's a big sporting event like Wimbledon or the World Cup .

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reported scores for pupils range from minus 2 to plus 2.

[81] See above, in Chapter III, for a discussion of and justification for the wording of these statements, and below, in Appendices 4 and 5, for the actual wording as used with teachers and pupils respectively.

> there's usually some kind of .. erm . sweep .. and that generates a lot of good . feeling which I think is important (Appendix 20, interview 3).

Active agreement

It is worth considering whether the 'sense of community' might be gained by what has been described above (in Chapter II) as 'active agreement'. For some, gaining active agreement is seen as problematic. A student writing about primary school pupils says that:

> they [the pupils] were able to express their views openly but they [the views expressed, presumably] were rarely directed at the work or had arisen from work. *If they had arisen from work they were often putting it down* (Appendix 9, student 18, emphasis added.)

Similar concerns were indicated in Stage Three, where some students chose to put into the mouths of 'typical pupils', the words 'We ... will do the absolute minimum before recieving sanctions', and 'Its not fair / this is boring innit sir / innit ser you're crap / too much work / can't do this' (Appendix 25, Group 2 Task D and Group 4 Task D, respectively). Yet pupils seem to want more active agreement. Roundabout should have 'a teachers, pupil meeting so that the children has rights and they can express there opinion (so all pupil could attend the meeting)' (Appendix 21, pupil 79), and

> At one time there was a school council, but that seems to have died down. Teacher tend to assume what we're like from the opinions of other teachers. The school hasn't got a bond. We're definetly NOT a family – and not even near to being Happy. Thinge like school discussions, meetings, teach + pupil meetings. (Appendix 21, pupil 82.)

It is of particular interest that this pupil (pupil 82) very clearly identifies a link between the 'bond' of the school and things like 'school discussions'.

Personal not external aims

A 'bonded' community is not something to be considered uncritically. The issue identified by Macmurray as marking the difference between a community and an association was the nature of the 'bonds' in terms of aims. Personal, rather than external, aims, for Macmurray, marked out a 'community' rather than an

'association'. What evidence was there in Stage One of such 'personal' aims? One student in a primary school placement wrote that they 'would want to avoid making a child who works to their full potential – but can only get Es – feel a failure' (Appendix 9, student 5). This seems to suggest an objection to too great a stress on external goals. A similar approach to putting academic goals in context, was expressed by a student in a secondary school who said that

> I would like to hope that as I became more involved with the school and the pupils, my goals will alter slightly – the academic goals will not decline in importance but I feel I will be in a better position to promote valuable qualities in themselves as people. (Appendix 13, student 10.)

The 'personal' goals were not always so clear when it came to teachers' own work, or their work with other teachers. A student in a primary school placement wrote of the 'standard of commitment by the teachers' which was so high that it was 'detramental to their personal lives'. That this might in turn mean that 'the school as a whole might have suffered' (Appendix 9, student 7), supports Macmurray's contention that 'the school must care for and provide for a full and free adult life for the members of its staff. ... The tendency to sacrifice the adults to the children is as disastrous as it is widespread' (Macmurray 1968: 37). Further indication that staff were 'sacrificed' for the pupils is the mean 'gap' between reality and the ideal version of primary schools with respect to 'staff trying to care for each other' of 1.1 (Appendix 10), the highest mean 'gap' of all the whole-school characteristics in that table. Similarly, the mean 'gap' with respect to staff caring for each other is highest (at 1.1) in the whole-school category of the analysis of the October student questionnaires (Appendix 12), and is even higher (though ranked only third highest) in the November student questionnaires (at 1.23, Appendix 14) and higher again in the March-April student questionnaires (at 1.35, ranked second highest, Appendix 16), and in the March-April staff questionnaire (at 1.36, ranked second highest, Appendix 19). Two of the interviews with teachers also note that 'we need to look after ourselves a bit more .. and then . we're better able to cope with pupils' (Appendix 20, interview 2), and that staff aren't given opportunities to care for each other

> we have a very caring staff . I would probably say the opportunities .. of caring for one another are getting less and less because I think [...] cost-effectiveness and efficiency have been emphasised to the detriment of human relations [...] it makes . time . for relationships difficult (Appendix

20, interview 3).

When it came to pupils, there were a few remarks relevant to the issue of people being treated 'personally', although the exact meaning of these remarks was not always clear. The following, from a Year 10 pupil in Roundabout, does however suggest some sense of the 'personal' as Macmurray might have meant it:

> The teachers don't take time to get to know you personally – they have a set opinion of you from the staffroom conversations. Often they jump to conclusions and are very aggressive and pessimistic towards you – even though they don't know the reason for something. Sometimes – pupils get penalised and manipulated by certain teachers – which puts stress on them – and the whole thing just goes around in circles. The teachers and senior staf are a lot more concerned about the school image than the girls. Most of the time (especially during exams or mid-year tests) staff put a lot of pressure upon the girls to do well, and it's a very fake 'you're doing this only for yourself'. ... They certaintly DO NOT treat us as individuals – some of us are classified – GOOD – BAD etc. (Appendix 21, pupil 82.)

Clearly, for this pupil, staff treat some pupils as less than full and equal members of the school community, and prioritise external aims (i.e. 'the school image') above the pupils themselves. In a similar way, other pupils point out that '[s]ome teachers just teach you for the sake of it so you can pass the tests' (Appendix 21, pupil 103), that

> Teachers ... tend to not treat you like individuals if your sister has a bad reputation you are treated like her and that should be changed because what chance do we have. (Appendix 21, pupil 100.)

and that

> teachers try to compare you to Other pupils that are better than you that how you feel your not part of the school. ... [However, this pupil continues to say that teachers] do care about our learnings and us as individuals. (Appendix 21, pupil 98.)

So some pupils at the same school have clearly got another view of the school as a whole, yet use the same kind of Macmurrian language to describe it.

> Roundabout is a community its like one big family most of the pupils know another and the teacher include themselfs with us. (Appendix 21, pupil 100.)

Agreement and disagreement

In Chapter III, above, there is a justification for including evidence from primary school observations by students. There, it is suggested that the 'community' characteristics of primary schools might be more prominent than those of secondary schools. It is interesting, then, to note evidence of disagreement or diversity within primary schools. One student, writing of pupils observed in a primary school, said that there was an 'extremely wide range of ... attitudes to school – this could explain the high number of 3s in the grading' (Appendix 9, student 10). Similarly wide ranges of views amongst staff were also indicated. For example, one student wrote of both the 'obvious conflict between senior management and other staff ... [and the] [b]ig differences between some very caring members of staff and some who did not appear to be concerned with the welfare of the pupils at all' (Appendix 15, student 7).

Within secondary schools, disagreements or diversity were even more apparent. A teacher at Hardcastle wrote of the need for the expression of disagreement amongst staff

> I've been told by senior management that staff meetings tend to just have people grumble but I think there's a rôle for that (Appendix 20, interview 1.)

Another teacher at the same school said that staff at Hardcastle were 'divided', although this seemed to be seen as a result of an intentional management policy of 'divide and rule' (Appendix 20, interview 2), with such a view to some extent supported by the Head of the school, who described his rôle in this way:

> I produce a cutting edge . a whetstone on which they [the staff] sharpen themselves I am quite prepared to quarrel .. in fact it is a combative form of er .. particularly with senior staff .. who pretend to be er . um .. complacent having reached the dizzy heights of wherever they are and I do go out of my way to pick quarrels and I do go out of my way to test their belief and I do become a sort of .. erm [claps hands] ... what's the ad . er .. devil's advocate (Appendix 20, interview 4.)

Implications of agreement and disagreement

Difference of views amongst staff seems to be seen in a negative light by the

Head of Hardcastle, who said that staff were 'myopic' as specialists who 'look ... at their own subject [... but] you can't get school vision out of them' (Appendix 20, interview 4). However, a more positive attitude to disagreement was expressed by a manager at Roundabout, who said that

> I think it's very very important that .. erm ... there's total honesty ... er . in in the management team [...] I think also in a senior management team a healthy team I think . er .. you know if you disagree . then you've got to have that . courage of your own convictions to at least [...] express that . but I think it's very very important . that that ... disagreement . stays within four walls .. that when you come out of there you have a united front (Appendix 20, interview 3)

This in turn might lead to a (necessary) 'shared vision':

> it's our job . I think .. you know . once we have thrashed out everything to . put forward a united front because I think that's a sign of strong leadership .. and I think it's a sign of having strong vision [...] you perish [...] if you have conflicting messages [...] I think more and more what we're developing here . you know is not a top-ended hierarchical structure I think what we're developing is much more a shared vision . I think when [name of Head] came three years ago she needed to have a hierarchical structure . and it was very much top down ... I think that she's established herself and I think the senior management team have established themselves . sufficiently and healthily enough that we can . now .. emphasise much more a shared vision [...] not only top down but also bottom up (Appendix 20, interview 3.)

A pupil at the same school says that

> I would like Roundabout to change in the sense of being able to speak more openly. Also we should be able to have our say when anything vital happens. (Appendix 21, pupil 89.)

Disagreement and agreement are seen in a variety of ways by teachers and pupils, then, with implications of these views at times being made explicit. (The implications are further addressed in Chapter V, below.)

Learning and attitudes to learning

Students in primary school observation placements, wrote that that they 'would want to avoid making a child who works to their full potential – but can only get Es – feel a failure' (Appendix 9, student 5), and that 'the school had a wonderfull

sense of community and good academic standards' (Appendix 9, student 14) (both also quoted above). That the academic standards and the sense of community were joined by 'and' (rather than 'but' or 'but also'), suggests that the latter student does not see the two qualities as alternatives to be balanced. Another student (in a secondary school) wrote of gradually being enabled 'to promote valuable qualities in themselves as people' (Appendix 13, student 10). These all seem to suggest an approach to learning that sees narrowly academic success as less important than learning that is able to incorporate the emotional development of pupils. However, another student wrote in response to their primary school observation experience that

> A real worry was that some children were not concerned at their poor reading, writing and arithmatics skills ... and while it is commendable that there is no stigma attached to lack of ability or attainment ... a certain amount of competition of keeping up with one's peers is also healthy, but was often absent in the classes I observed. (Appendix 9, student 11.)

A student, already quoted, writing about primary school pupils says that 'they [the pupils] were able to express their views openly but they [the views expressed, presumably] were rarely directed at the work or had arisen from work' (Appendix 9, student 18). This suggests that a negative view of learning (or at least learning as it occurs in this school) is held by the pupils in that school. More generally, the students as a group appear to be describing primary school pupils as *contrasting* a sense of school as community and school as important. Pupils were reported as feeling as though they belong to a community (a mean score of 4.00, the highest in its category, as already cited above), yet not as seeing school as important (a mean score of 3.11, the lowest in its category) (Appendix 10). There was less of a gap when it came to secondary pupils (according to students). The mean score for secondary pupils feeling as though they belonged to a community was only 3.28 (third highest in its category), and the mean score for pupils seeing school as important was similar at 3.06 (fourth from lowest).

That pupils might be given the opportunity to take a more active rôle in their own learning, is suggested by a pupil who asked for 'more experiemental work and more creative work to help us develop our skills' (Appendix 21, pupil 10), and by a teacher who said that

> there's no negotiation as to what the work work they would do ... there's . very . little .. very few avenues for them ... to discuss the validity of what they've been asked to do (Appendix 20, interview 1.)

A sense of the school needing to 'learn' was suggested by the comment that '[t]o adapt to changing circumstances is important in the fact of keeping up to date with the children's needs + perspectives', yet 'this can be taken too far if [it] causes constant inconsistantcy + disruption' (Appendix 13, student 18). Similarly, the Head of Hardcastle said the teachers were 'entrenched, and back away from risk-taking', suggesting that they are not adapting or learning, and that this was at least in part based on their low self-esteem as 'they under-value themselves'. He continued that it is the *pupils* who will help the *teachers* learn:

> the kids are . the engine ... because whether you like it or not the kids will change you (Appendix 20, interview 4.)

Pupils seem aware of the need for teachers to continue learning. One pupil in Roundabout offers advice to teachers, as they 'don't always try theire best to teach us' (Appendix 21, pupil 52), whilst another stresses training for teachers 'because the school can only change if the teachers change' (Appendix 21, pupil 64). 'The teachers if necessary should go on a course so that they can understand us more' (Appendix 21, pupil 58), and a number of other pupils see 'understanding pupils' as the most important aspect of teacher learning (hence 'make the teachers understand the pupils', Appendix 21, pupil 66). Pupils also at times stress the need for the school to be places of learning in general. Hence 'I think the school should be more interested in the pupils work that appearance' (Appendix 21, pupil 86).

The importance of learning to pupils themselves is indicated by some of their responses. Pupils stress the priority the school gives to high academic standards (scoring 1.63, the highest in the whole-school category, and the highest in any category), the priority teachers give to academic skills and qualifications (scoring 1.37, the highest score in the teacher-quality category, and the second highest in any category), and the priority pupils themselves give to academic success (scoring 1.22, the highest score in the pupil-quality category, and the third highest in any category) (all in Appendix 22). (These priorities are in contrast to those described by many of the student teachers in Stage Three, for example the group

who said 'I aim to help my pupils to gain technical-vocational skills and qualifications' was the 'least true' of all qualities, Appendix 25, Group 5 Tasks A & B.)

'Political' organisation

Important as the complexity of a school community is, research into the nature of schools as communities should also take account of the possibility of 'seeing' structures and possibilities for systematic change. The relationships and structures within schools that might be open to change – that might be, or are, contestable – take us into a consideration of the 'political' nature of schools. The following sections therefore consider some more of the 'political' organisational issues highlighted by Stage One data.

The intentions of leaders (e.g. magnanimity) rather than the distribution of power

There were several indications of students and teachers seeing 'leadership' more in terms of intentions than in terms of the distribution of power. For example, one student contrasted those leaders who were 'by the book + patronising' from those who were 'inovative, interested in individuals' (Appendix 15, student 5), another said that leaders 'patronised and put the staff down' (Appendix 15, student 8), and another described 'some senior management' as 'pompous & patronising clearly causing a rift' (Appendix 15, student 6). As well as such comments, students identified some large gaps between 'real' and 'ideal' qualities of leaders. For example, there is a mean gap of 1.38 with respect to managers' tendency to 'act as if they are superior to people below them in the hierarchy' (Appendix 16), and a mean gap of 1.41 with respect to the degree to which managers 'are really interested in my welfare' (Appendix 16).

A teacher said of leaders that it was difficult to answer the questionnaire questions 'because some people go through the motions of "caring" yet deep down you know it's a management technique!' (Appendix 17, teacher 21). The nature of 'caring' was itself clarified by one manager, who noted that

> I believe that . if people [in this context meaning *staff*] are allowed to continue to make mistakes . and that they don't learn from .. then . that

> really is not caring for that individual (Appendix 20, interview 3).

A teacher who focused on attitudes and emotions said that 'upsetting captain is ... seen as rocking the boat', and that 'anything criticising the structure or organisation of the school is taken very personally by senior management' (Appendix 20, interview 1). Similarly, it is said of one Head that 'if you divide and rule it's more effective to maintain your own position .. than being able to delegate .. responsibility .. or authority', and that managers in that school do not give staff 'pats on the back' (Appendix 20, interview 2) when they do something good, as they are expected to just 'get on and do it'. That one Head does not listen to the Deputy Heads is, incidentally, confirmed by that Head himself, who said that

> you've got very frustrated people here at the top ... who . should be . er . I mean the two Deputies should be Heads .. for a start . erm [...] they want to run the school and I won't let them (Appendix 20, interview 4.)

There is also the comment (quoted again, below) by a teacher who was 'a little worried that the management might get to know and take exception' to that teacher being interviewed (Appendix 17, teacher 47). With respect to the gaps between 'real' and 'ideal' qualities of leaders, teachers (like students) identified a number of large gaps. For example, there is a mean gap of 1.05 with respect to managers' tendency to 'act as if they are superior to people below them in the hierarchy' (Appendix 19), and a mean gap of 1.39 with respect to the degree to which managers 'are really interested in my welfare' (Appendix 19).

Comments on the distribution of power, between managers and other staff, or between staff and pupils, seem to be rarer than comments on intentions or attitudes. A clear indication of one view on the distribution of power has already been given above, the example of the Head who 'won't let' the Deputies run the school, and the same Head also referred to the staff as a whole as being basically 'egalitarian', which he sees as inappropriate 'for the nineties':

> it is very difficult to get this group together as a team they're so strong as individuals . with strong . er quite extraordinary . um . in their . the ingrained philosophy of education [...] most of it is egalitarian ... and that . egalitarian mixed ability all children have a chance thing is very commendable but it's not for the nineties ... in the nineties with our political masters saying . erm . you've got to get As to Cs and 80% they're looking for 80% of the population you know . ridiculous figures they're they're .. but

> we've got to at least play [sic] lip service to it (Appendix 20, interview 4).

Being led as full and equal, e.g. treating pupils as 'adults'

A powerful description of a failure to treat all members of the school community as equals was given by a student after several weeks in a secondary school:

> [Pupils should] accept themselves as who they are and not to degrade and look down on themselves. (encounter many students who said that they are stupid, brainless, or they are black etc....) [Members of the school should] ... respect each others (heads, teachers, friends, family and anyone) (Appendix 13, student 4.)

There were also more subtle indications that pupils were not, or should not be, treated as 'equals' (in the Macmurrian sense), with a student saying that

> One of the most important factors that arose during my day of "shadowing", was that pupils need to be constantly motivated, in order for them to achieve their best. They also need a figure of authority whom they respect, otherwise they'll not work. (Appendix 13, student 6.)

The inequality is not, I suggest, indicated by the 'need for authority' alone, but for that need being ascribed to pupils and not to teachers or student teachers.[82] How a school as a whole might treat pupils as 'masses' rather than as 'individuals' was illustrated by the teacher who said

> the individual . needs of the pupils . are not addressed until . they've done something . wrong and then they're addressed as individuals up until then they go as masses (Appendix 20, interview 1.)

That same teacher also talked of the apparent divisions between teachers and pupils, as groups – in describing the 'spirit ... [of] us and them' (Appendix 20, interview 1) with respect to staff and pupils. Similar comments from pupils include the request that pupils 'have equal rights as teachers do', that teachers should 'learn to treat the pupils a bit more like adults', that Year 10 pupils should treat Year 7 pupils 'as equals' (Appendix 21, pupils 21, 22 and 50 respectively), and that, although teachers should 'be more strict and not tolorate bad

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[82] The relationship between authority and avoiding work is also considered in Chapter V, below, with respect to the psychological theories of Mitscherlich and Bly on the 'sibling society'.

beahavier', they should also 'listen to the pupils side of the story' (Appendix 21, pupil 1).

The relationship between school leaders and other staff may also indicate a problem with respect to the staff being treated as 'equals'. For example, one student wrote of 'a lack of communication between S.M.T and other teachers' (Appendix 15, student 3), whilst a teacher wrote of a '[g]reat feeling of powerlessness amongst staff' (Appendix 17, teacher 16). One pupil wrote of the division between established teachers and supply teachers, as 'supply teachers should be treated equaly' (Appendix 21, pupil 1). Consideration of these different views takes the analysis on to consideration of any patterns emerging of some groups having particular views of other groups or positions.

Views of different people about different positions: being a parent

This section starts with a consideration of the pupils' parents, before looking at pupils and teachers. Parents have a formal, as well as informal, rôle in schooling (in the contexts investigated here), including a legal duty to ensure their children are educated (in school or otherwise), and a right to be represented on Governing Bodies (see for example Woodard 1996). Within this project, views on and of parents were not specifically sought, yet it remains interesting to look at the different perspectives on parents, of people in different positions in the school.

Inspection reports generally comment on parents in terms of their 'satisfaction' with the school, their sense of 'security', or their contribution to its 'ethos'. Hence, Hardcastle was described as 'a school where pupils and parents are successfully made to feel secure and part of a caring community' (Stern 1993); Roundabout was described as having 'a very strong community spirit to which governors, parents, staff and pupils past and present contribute' (Ofsted 1995: para 13); and Battle Bridge 'has a hardworking and committed staff and enjoys good relationships with its students and parents' (Ofsted 1996: para 1), with parents 'generally pleased with the progress their children make' (Ofsted 1996: para 138) (all quotations also used in Chapter III, above). Teachers, on the other hand, described parents largely in terms of their failure to support their children's

education:

> I think that's a difference perhaps between .. erm . like adult perceptions of how valuable education is and young perceptions ... and I .. I think it's compounded by the fact that . perhaps some of them don't sort of come from the sort of . home environment I don't know any details but I can imagine .. that would value education ... there's there's less parental pressure to conform into the education system [...] I think some parents see it as a sort of baby-sitting service . and I think because of that . the kids don't pick up on any ... cues that it is important . as a progression (Appendix 20, interview 2, at Hardcastle.)

Similarly,

> what we develop in school is . sometimes ... damaged if you like .. in in in the rest of their socialisation I think a lot of our kids .. don't experience the same security the same organisation .. the same .. enthusiasm even for them as people ... in some of the areas .. where they are outside of the school . I wouldn't want to judge anyone by that I'm not being condescending . i . i . in any way but I I think it's the reality .. [...] I think [...] within school you'll find that kids are very very motivated [...] they will rise to the bait [...] but I think if we don't have the support of the parents .. if we don't have the support of ... society outside .. because there are many attractions to young people .. erm .. that . can be detrimental to what you're doing in school [...] I know for a fact that many children . are allowed to stay up . for example extremely late at night and without supervision [...] some children . their homework is not monitored . by the parents . the parents don't encourage them .. you know to to have a place where they can . actually .. work [...] parents often have a kind of laissez-faire attitude [...] I think it's getting much much better in school . but I think the gap there is widening between what the school is actually doing and what the parents are reaffirming [...] I wish we could educate the parents (Appendix 20, interview 3, at Roundabout.)

Comments made by the Head of Hardcastle tend to support some of the claims in Stern 1997a and Stern 1997c about the difficulties with parental involvement in school and homework (referred to in Chapter III, above):

> there was when I started a reluctance to recognise the importance of parents .. [as though quoting:] parents are best out of the school [...] and it took me years to teach them that the triangle of parents school and boy . was the most effective way of building the school forward [...] if one of those corners falls then the whole system of education for that kid falls [...] [But] I'm not convinced that a lot of our parents value education [...] the background where parental control is not there ... is very noticeable and that spills over into the school (Appendix 20, interview 4.)

Whereas one student teacher said of a school 'I would have no hesitation in recommending this school to any parent, which is I think the highest complement [sic] I could give it' (Appendix 9, student 7), this was talking of a primary school, and the only reference to parents in the students' writing about secondary schools was the statement, put into the mouths of teachers, of teachers as 'Overworked, undervalued and underpaid, demotivated scapegoats for parents and politicians' (Appendix 25, Group 2, Task D).

The perspective of pupils is different again, only describing parents as 'worriers' and sources of funding. Hence,

> When you get a detention most teachers make you stay behind that night so your parents get worried about you, so I think that they should let your parents know that evening by sending home a letter and then we could have a detention the next evening and your parents wouldn't worry. (Appendix 21, pupil 55.)
>
> When they give out detentions they should do it on one specific day eg. Wenesdays so if children are late home that day, the parents know why. There should be a telephone box because normally children can't call their parents from the office. (Appendix 21, pupil 74.)
>
> Textbooks, worksheets, etc – in most lessons we have to share 1 textbook or worksheet between 3. I mean, in this day and age that is disgusting. What do our parents school funds pay for? (Appendix 21, pupil 83.)

Parents are seen as having quite contrasting rôles, then, by different people in the system. The views of some pupils, in contrast to those of many teachers, that parents do not have an essentially 'educational' rôle, is supported by the findings of some research on parental support for the homework of primary school pupils. There, a Year 1 pupil (aged five to six), talking for his classmates, said of homework 'our parents don't help, we do it on our own' (Stern 1999b: 6).

Views of different people about different positions: being a pupil

Another example of contrasting perspectives is the difference in descriptions of pupils. For example, a manager at Roundabout talks about how

> it's not .. fashionable . to be hardworking in some of the circles that our children . are you know .. circulating in (Appendix 20, interview 3),

yet pupils in that same school say that their peers 'try hard to get good marks and exam results' (a positive score of 1.35, the highest in the pupil category, Appendix 22), and that 'avoiding work' is one of the least agreed-with characteristics of pupils (a positive score of 0.06, the second lowest in the pupil category, Appendix 22)[83].

Perhaps differences in description, though, are functions to some extent of the method of collecting data. For example, in comments about how their schools could be improved, a number of pupils say they would like to be 'heard' (hence 'everyone should be able to voice there own veiws', 'let us ... have our own say', 'let the teachers hear our side of the story', Appendix 21, pupils 15, 20, and 30 respectively), yet in response to the question on pupils expressing their own views, they give this characteristic the second highest score (at 0.85, Appendix 22). However, instead of being indicative of problems with methods of data collection, it is equally possible that the scores are high yet the 'ideal' scores would (if elicited) have been even higher. That is, the written comments may indicate an important 'real-ideal' gap for pupils – as suggested above, in Chapter III[84].

Views of different people about different positions: being a teacher

From these different views, it can be seen that different groups in the school community may have quite different perspectives on a particular topic. This variety of views suggests that data from this project indicating a similarity of view on a particular topic between, say, teachers and pupils, or pupils and student teachers, are more likely to be meaningful than if all groups had similar views, and similar perspectives, on every topic. An example of such a meaningful coincidence is with respect to different views of teachers in Hardcastle and Roundabout. How do Hardcastle's pupils and teachers regard teachers in Hardcastle, and are these views similar to the views of pupils and teachers in Roundabout with regard to teachers in Roundabout? There seems to be a

[83] These findings might be used to support 'peer tutoring' and 'peer support', as for example in McNeill et al 1995.
[84] There, it is said that 'responses of students and teachers to the "ideal" situation could be compared with pupils' responses to [the] last, open question [i.e. what changes would improve the school?]'.

coincidence of views between the responses of teachers and of pupils in Hardcastle, and a coincidence of views between the responses of teachers and of pupils in Roundabout, whilst the views expressed in Hardcastle are different to those expressed in Roundabout. (The groups are not, of course, making direct comparisons with the other school: the comparison emerges from the data.)

Figure 1: *Some data on how teachers are regarded (by teachers and by pupils) in Hardcastle and Roundabout*

Teachers' views of teachers	**Hardcastle**	**Roundabout**
I aim to help my pupils ...	Average (mean) 'real' scores	
Integrate	3.79	4.43
Appreciate	3.13	4.07
Gain Skills	3.22	3.33
Ideas	3.83	4.20
Useful & Helpful	3.71	4.64
Creative	3.42	3.93
Independent & Tolerant	4.08	4.30
Learn & Adapt	3.83	4.36

(Data from Appendix 19.)

Pupils' views of teachers	**Hardcastle**	**Roundabout**
In most lessons, teachers help me ...	Average (mean) scores	
Integrate	0.63	0.98
Appreciate	0.51	0.87
Gain Skills	1.38	1.36
Ideas	0.67	1.35
Useful & Helpful	0.38	0.66
Creative	0.57	0.95
Independent & Tolerant	1.04	1.12
Learn & Adapt	0.94	1.12

(Data from Appendix 22.)

(Further explanations of the sources of and numbers used in this Figure is given in Chapter III, above, and in the Appendices themselves.)

It can be seen that teachers' 'scores' with respect to teachers in their schools were (with one exception) lower in Hardcastle than in Roundabout. Pupils' 'scores' with respect to teachers in their schools were also (with one exception) lower in Hardcastle than in Roundabout. These data suggest that teachers in the former school are indeed seen, by themselves and by pupils, as 'doing less' in some sense than is done by teachers in the latter school. The 'exceptional' item in Figure 1, i.e. the item that gains a *similar* score in Hardcastle and Roundabout, is the statement referring to 'gaining skills' (to 'gain technical-vocational skills and qualifications' in the teacher questionnaire, and to 'get the skills and qualifications I will need for work' in the pupil questionnaire). Amongst teachers, this scores 3.22 in Hardcastle and 3.33 in Roundabout; amongst pupils, this scores 1.38 in

Hardcastle and 1.36 in Roundabout. The coincidence of the scores between schools (as well as between teachers and pupils) for this item is indicative that teachers in the two schools are seen, by themselves and by pupils, as similarly concerned, in both schools, with skills and qualifications.

One might try to gain further confirmation of this by looking at the views of managers in the two schools, as indicated in interviews. The Head of Hardcastle says that teachers 'under-value' themselves and their pupils:

> their perception of themselves [...] I'm talking about staff at the moment . aw we can't do that .. whereas they can do that they've got they've got tremendous skills but they under-value themselves and they undervalue the pupils in the same way .. these children you'll never get through that in a in a lesson but you do (Appendix 20, interview 4.)

whereas the Deputy Head of Roundabout makes no such claim (only claiming that staff were failing to care for each other, not for themselves or for pupils) (Appendix 20, interview 3). This might suggest that these managers did indeed agree with the views apparently expressed in the questionnaire responses. However, the Head of Hardcastle also says that his teachers do not sufficiently stress the need for pupils to gain qualifications, saying that they have failed to take account of changes in the 1990s when 'you've got to get As to Cs' (Appendix 20, interview 4). The suggestion that teachers in Hardcastle and Roundabout are (only) similar in their concern for pupil 'skills and qualifications' is therefore supported by much, but not all, of the evidence collected in Stage One.

Various aspects of schools have been described here, concentrating on community, learning, the nature of leadership and followership, equality, and views on different groups associated with the school. It is important to keep in mind the variety of views within, as well as between, schools. An analysis of data that concluded 'this is how hierarchies work' (or 'learning is like this', or 'this school is – or is not – a community'), should be treated with suspicion. Stage One research investigated schools as organisations, and came up with what Laurie Lee described (in the chapter heading) as the 'lively reek of steaming life'. The variation in views is itself perhaps an indication of the success of the research process: research that generates only one viewpoint may well have that viewpoint 'built in' to its research tools. Considering the research process itself is

therefore the substance of the following section.

The research process itself

Stage One data included evidence of the 'community' nature of schools, and of various 'political' organisational issues. However, the data also provided indications of how the research was regarded by participants, and how the process might be changed in later stages of this project, and in the future.

Eliciting views as a way of 'making' community

The design of the questionnaires themselves, in not simply asking for views, but allowing agreement *and* disagreement (for pupils), and a contrast between the 'real' and the 'ideal' (for teachers), was intended to imply to respondents the possibility of 'constructive' disagreement. The request on the pupil questionnaires to 'write here the changes you would most like to see in [school]', also aimed to elicit more sincere responses. These pupils' responses also seemed to be more 'serious' and constructive than might have been suggested by the student's 'speech bubbles' attributed to pupils, described below in the Stage Three analysis. However, the 'seriousness' of the responses was seen by one teacher as something of a disadvantage. That teacher wrote, in response to the request to be interviewed,

> I am a little worried that the management might get to know and take exception (Appendix 17, teacher 47.)

This may be taken to indicate a problem with the research, or a problem with the system of management used in the school. The response certainly supports the need for a significant degree of anonymity throughout this research (highlighted in the methodology chapter, above), and for a consideration of the use of views elicited by research.

The explicit use of questioning itself as part of the process of 'making' a community, was supported by the comment of one student:

> I think reading through + answering q's on such criteria as above benifits

> me in a way that it makes me think about issues I otherwise may have overlooked. (Appendix 15, student 14.)

This comment could be related to one of the most famous comments in the sociological literature, from William Foote Whyte's *Street Corner Society*. 'Doc', the main informant used for that study, is quoted as saying

> You've slowed me up plenty since you've been down here. Now, when I do something, I have to think what Bill Whyte would want to know about it, and how I can explain it. Before, I used to do things by instinct. (Quoted, for example, in Taylor et al 1995: 622.)

In Whyte's book, this situation is regarded as a methodological problem. What is distinctive about the comment from the present study, is that the student teacher quoted is expected to learn (as part of the course), and the school in which the student was working was a 'place of learning'. In that context, participating in research, with the effect of supporting learning, may be seen as less problematic methodologically. The response supports the claim of the present study to be attempting 'sincere' research.

It is not just the research questions that might contribute to the making of community. One manager talked of the need to get acknowledgement and motivation from within, but also to get affirmation from others ('you've got to affirm people [...] the affirmation's extremely important' Appendix 20, interview 3). This talk of 'affirmation' is suggestive of the power of simply *raising* issues, as much as of giving or being given positive *praise*. Pupils suggest that the school should have 'a suggestion box so if we have a suggestion we can put it in the box' (Appendix 21, pupil 58), and that 'Pupil should be able to talk openly about their problems' (Appendix 21, pupil 95), which similarly stress the advantage of having a way of expressing views, as a way of, perhaps, making a community. Hence,

> [What changes would improve the school?:] ... if Roundabout had meetings = teachers with pupils disgusing disagreement and things that think that are onfare and teachers to. (Appendix 21, pupil 100.)

Another pupil simply says 'Thankyou for reading my views' (Appendix 21, pupil 81).

Real-ideal gaps used for school development

The use of real-ideal gaps to help 'make' a community might be illustrated by consideration of the need, identified in both student and teacher questionnaires, for teachers to 'try harder' to look after each other. The mean 'gaps' between 'reality' and the 'ideal' has been described above. Here, it is sufficient to point out the important and perhaps counter-intuitive[85] evidence towards increasing the effort of teachers in looking after each other (with current mean 'gaps' of 1.1, 1.1, 1.23, 1.35 and 1.36, in Appendices 10, 12, 14, 16 and 19 respectively), rather than increasing their effort in looking after the pupils (with current mean 'gaps' of 0.83, 0.84, 0.78, 1.00 and 0.47, in those same Appendices).

Other areas for development are also indicated by various real-ideal gaps. Consistently large gaps include those with respect to their attempt to help pupils 'to gain technical-vocational skills and qualifications'. For this aim, the gap between 'real' and 'ideal' was the greatest within its category for student teachers in November (gap of 1.06, Appendix 14) and was equal greatest in March-April (gap of 1.18, Appendix 16); for teachers, it was greatest (gap of 1.15, Appendix 19). It should be noted that this big gap – this area most in need of development, according to students and teachers – is not the teaching aim that is regarded as most important. The most important aim, that is, the highest scoring 'ideal' aim, is one of three other aims, according to the data here, but none of these ideal aims exhibits such a 'gap'. Most important, then, in terms of need for development, is the 'skills' characteristic identified above. Most important as an ideal in itself, is to help pupils 'to develop as integrated, balanced people, well adapted to their circumstances' (highest mean ideal score in its category, for students in November, of 4.72, Appendix 14), or 'to develop as independent, critical, and tolerant people' (equal highest mean ideal score for students in March-April of 4.82, Appendix 16, and highest mean ideal score for teachers of 4.87, Appendix 19), or 'to learn how to learn and adapt more in the future' (equal highest mean ideal score for students in March-April of 4.82, Appendix 16, and second highest mean ideal score for teachers of 4.84, Appendix 19).

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[85] Some might expect improvements in the work of teachers to focus entirely on their teaching of pupils. It is in that context that I suggest the need for teachers to look after each other may be 'counter-intuitive'.

Conversely, the area least in need of development may be suggested by those items where there is the smallest gap between 'real' and 'ideal'. In all categories (i.e. school, managers, teachers, and pupils), the smallest gap identified by student teachers and by teachers is that with respect to the school's promoting individual more than collective goals (i.e. 'individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school '). The mean gaps for students are 0.14 in October (Appendix 12), 0.09 in November (Appendix 14), and 0.09 in March-April (Appendix 16); and for teachers, the mean gap is 0.28 (Appendix 19).

If the gaps between 'real' and 'ideal' are to be used for school development, it is worth pointing out that the mean 'gaps' for the 'teachers' category are on the whole smaller than the mean gaps for the 'whole school', 'managers', and 'pupils' categories (Appendix 19). This suggests that teachers find it easier to envisage change in the school, in managers, and in pupils, than in themselves. Perhaps they are indeed in less need of 'development'. That idea is further supported by the responses of pupils in Hardcastle and Roundabout (taken together and taken as separate schools), who give the highest mean 'agreement' scores to teachers' qualities, compared with the qualities of the whole school, managers, and pupils themselves (Appendix 22).

When looking at the use of 'real' and 'ideal' responses, it is important to note that one member of staff at Roundabout found difficulty with the whole 'real-ideal' division, writing

> I have found it difficult to understand the 'Real' and 'Ideal' categories. I have only been able to answer on the 'Real'. (Appendix 18, teacher 66.)

However, another teacher at that school – the only other teacher to add a written response to their number answers – seemed to have found the division particularly useful:

> Looking back at this survey some of the 'ideals' seem very high but I believe that is something to aim for, even if in reality we might not get there! (Appendix 18, teacher 74.)

Students' changing views

Students were asked to complete three questionnaires during their placements in secondary school: one in October after a single day's observation, a second in November after several weeks observation and teaching, and a third in March-April after several months teaching. One of the purposes of having three questionnaires was to see how the students' views might change, or stay the same, over time. This might in turn be an indication of their 'learning', and also of the validity (or lack of it) of 'first impressions'.

The two categories of questions addressed by all three of these student questionnaires were the 'whole-school' and 'pupil' categories. Of responses to whole-school issues, students appeared to gain powerful first impressions, largely retained at least for the following few weeks, with respect to the school's sense of community (October mean score of 3.89, November mean score of 3.83, Appendices 12 and 14 respectively), staff caring for pupils (3.94 and 3.89, respectively), and staff caring for each other (3.33 and 3.33). These mean scores did fall a little by March-April (to 3.53, 3.76 and 3.24 for the three characteristics, Appendix 16), yet these changes were relatively small, still suggesting the power of the first impressions. With respect to the mean scores for pupil characteristics, some of these were similarly 'unchanging' between October and November, especially with respect to expressing opinions (October mean score of 3.72, November mean score of 3.78, Appendices 12 and 14 respectively), and seeing school as important (October 3.11 and November 3.06, Appendices 12 and 14 respectively). By March, these scores had changed a little more (to 3.65 for expressing opinions and 2.88 for seeing school as important, Appendix 16), yet these were still smaller changes than for other characteristics, suggesting more powerful first impressions.

More 'changeable' whole-school mean scores, suggesting more change or learning by student teachers, were those with respect to working conditions (falling from 3.72 in October to 3.33 in November and to 3.24 in March-April, Appendices 12, 14 and 16 respectively), and particularly adapting to changing circumstances (falling from 3.56 in October to 3.17 in November and 2.59 in March-April). This latter, and biggest, fall, is perhaps best explained in terms of

the students simply having more opportunity to see the school (fail to) 'change' or 'adapt' in a period of several months than might be possible in a day or a few weeks. For pupil characteristics, there were big changes between October and November with respect to academic striving (October 3.33, November 2.94, Appendices 12 and 14 respectively), belonging to a community (October 4.00, November 3.28, Appendices 12 and 14 respectively), and thinking staff cared for them (October 3.61, November 2.78, Appendices 12 and 14 respectively). However, there was little further change by March-April (with those scores being 2.94, 3.29 and 2.65 for the three characteristics, Appendix 16), suggesting the student learning took place early in their experience of the pupils.

For the students' own aims as teachers (asked about in November and in March-April), there seemed to be less change over this time. Nevertheless, the most changeable qualities were those relating to helping pupils 'to develop as independent, critical, and tolerant people', changing from a mean real score of 3.72 in November to 4.06 in March-April (Appendices 14 and 16), and helping pupils 'to learn how to learn and adapt more in the future', changing from a mean real score of 3.39 in November to 3.82 in March-April. It is worth noting that in both cases, the mean 'ideal' score rose too – from 4.67 to 4.82 for 'tolerance', and from 4.50 to 4.82 for 'learn and adapt' (Appendices 14 and 16).

There are many implications of the various data related to the research process itself. Some of these helped inform Stage Two research, in particular the importance of eliciting views, for learning or other forms of change to take place. Other issues, such as the changing views of student teachers, are addressed again in Stage Three, below, and in the following chapter (Chapter V).

Stage Two data: Change, leadership agreement and membership, and 'insider' research

Stage Two of the project took place in Northern Borough in the academic year 1994 to 1995. There was a great deal of overlap between the kinds of data generated in Stages One and Two of the project. Nevertheless, in this part of the thesis, an attempt is made to bring out distinctive themes for which data from each Stage provide evidence. Stage One analysis was divided into three

sections, related to schools as communities, the 'political' organisation of schools, and the research process itself. Stage Two analysis, here, has just two sections, one on 'school as community' and one related to the Classroom Code and its implications for learning in and of the school.

School as community

A powerful defence of school-as-community is given by the pupil who says

> I'd like the school to get on together as a school not as single indivisuals. (Appendix 23, pupil 213.)

The same pupil goes on to clarify one of the ways of defining the 'boundary' of the school

> People in school shouldn't bring talk from outside into school: rumousr's or stering up etc. (Appendix 23, pupil 213.)

A similar view may also be expressed in the following response:

> I would like the school to be a big happy family and not have fight's all the times. (Appendix 23, pupil 214.)

This response might be compared to the two 'happy family' responses from Stage One research (quoted above): school is 'like one big family' (Appendix 21, pupil 100), or school is 'definetly NOT a family – and not even near to being Happy' (Appendix 21, pupil 82). Another powerful use of a family metaphor is given by the pupil who says that pupils

> must feel that a person learns something with them and shares same chair with them. That he is like his brother. (Appendix 23, pupil 203.)

Other indications of the nature of school communities focus on the class:

> [This is how classes should be helped to improve:] ... Be helpfull to eachother as a class. (Appendix 23, pupil 218.)

That the pupil said 'as a class', rather than 'in class', suggests that a *communal* class identity is important to that pupil. The 'dimensions' of community, as seen

by pupils, seem to include respect, helpfulness, responsibility, communication, and kindness:

> I think that there has been know changes the best was student and teachers would treat each other with the same respect. (Appendix 23, pupil 185.)
>
> people should ... try to repect to each other and teachers. (Appendix 23, pupil 116.)

Meanwhile, a pupil says that

> [I should] Try to help other people that need help (Appendix 23, pupil 126.)

The most important parts of the Code include

> Take responsibility for own behaviour. (Appendix 23, pupil 145, and pupil 141.)
>
> Take responsibility for others (Appendix 23, pupil 136.)

School improvement might be helped by good communication, as one could

> Talk to them [i.e. a class needing improvement] about themselves (Appendix 23, pupil 145.)

Kindness is emphasised by a pupil who says

> I would like teachers to be kind to the children and the children to be kind to the teachers. (Appendix 23, pupil 154.)

The structure of the Code, including items referring to pupils, teachers, and pupils-and-teachers (for which, see Appendix 8), suggests that, although teachers and pupils may have different rôles, there are common issues of relevance to both groups. Several pupils stress this, too, as can be seen in the previous set of comments (which talk, for example, of mutual kindness, not simply kindness of one group towards another), and the comment that 'Teacher should start queing' (Appendix 23, pupil 191). An interesting issue, raised in written responses without being specifically elicited by the researcher, was that of uniforms and how people dress. Two pupils asked for school uniforms for pupils:

> I would like it to be a uniform school because people in this school takes fun of others clothes. If it was a uniform school then all the clothes would be same. (Appendix 23, pupil 146.)
>
> I would like to change Battle Bridge to have unfroms (Appendix 23, pupil 156.)

But two pupils couched their comments in terms of both pupils and teachers. One pupil said that 'Students and teachers need to look smarter' (Appendix 23, pupil 191), whilst another said they would most like to

> Have people looking smarter student's in particular ... [but also] improve the way teachers dress and their attitude. (Appendix 23, pupil 180.)

Views of learning and school development: the Classroom Code

This section starts from responses to questions specifically about the Classroom Code, and goes on to address broader issues of learning, 'changeability' and diversity.

Questions about the Classroom Code formed the fifth category of questions, introduced in Stage Two in addition to the Stage One categories of whole-school issues, managers, teachers, and pupils. A summary of the mean scores is given below in Figure 2.

Figure 2: *Some data on how pupils in Battle Bridge regard the Classroom Code*

Pupils' views of the Classroom Code	**Average (mean) scores**			
How much do you agree or disagree with each of these sentences?	Year 7	Year 8	Year 9	All Years
Monitoring the Code helped me think about the Code.	0.93	0.08	-0.10	0.21
The Code helps me learn more effectively.	0.57	0.22	0.02	0.22
The Code helps teachers teach more effectively.	0.18	0.19	0.04	0.13
The Code helps pupils get on better with each other.	-0.09	-0.32	-0.50	-0.34
The Code helps the pupils and the teacher get on better.	0.50	-0.05	0.03	0.10
I would like to carry on monitoring the Code.	0.18	-0.39	-0.24	-0.20

(Data from Appendix 24; wording of items from Appendix 7.)

These mean scores are on the whole lower than the scores for each of the other

categories (with lower scores indicating less agreement or greater disagreement). The six 'all years' scores constitute six of the seven lowest scores in any category (for which, see Appendix 24). The scores also fall between Year 7 and Year 9[86], suggesting that the older pupils, who might be expected to have a longer-term view of school development as they have been at the school for longer, are less convinced of the Code's usefulness.

The Code monitoring process was seen as distinct from the Code itself. Two of the statements in the questionnaire – the first and last in the list – were included for the benefit of (and at the request of) the school[87], to see the extent to which monitoring the Code was thought to help in the implementation of the Code, and to investigate pupils' attitudes to the monitoring process. The mean responses suggest that Year 7 pupils were distinctly positive, but Year 8 and Year 9 pupils were neutral, about the ability of monitoring to help them 'think about the Code', but that the pupils were not keen to continue the monitoring.

Responses related to the possible effects of the Code itself, are worth considering in more detail, as they have implications for pupils' attitudes to learning. There has been a significant history of 'school rules' being focused on 'behaviour' rather than 'learning' – the rules separating behaviour from learning. However, from the Elton Report on discipline in schools (DES 1989), there has been encouragement for more positive 'codes of conduct' that tied together 'learning' and 'behaviour'. Pupils' responses to the Code statements, here, suggest that they see the Code as affecting both learning and behaviour. They also indicate that pupils think the Code affects learning more than it affects behaviour. 'The Code helps me learn' scores 0.22, and 'the Code helps teachers teach' scores 0.13, whereas 'the Code helps pupils get on better' and 'the Code helps the pupils and the teacher get on better' score -0.34 and 0.10, respectively (Figure 2, above). The idea of seeing the Code as, primarily, creating a 'learning environment' was noted in several written responses, too. Hence:

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[86] As noted above, in Chapter III, this study is not a longitudinal study, so the phrase 'between Year 7 and Year 9' indicates a comparison between different groups responding on a single occasion, and does not necessarily indicate a progression over time for individual pupils or groups of pupils.

[87] 'The school' in this context means the Deputy Head responsible for developing and

> The best parts of class room codes is that people should not copy each other and try to get a better education. (Appendix 23, pupil 116.)

Pupils on several occasions suggest very 'educational' rewards for those who follow the Code:

> The things that should happen [to those who follow the Code] is maybe they should get a trip somewhere that is sensible or maybe they should get a prize for example a school equipment that would do them good. (Appendix 23, pupil 118.)
>
> Each person in the class [which follows the Code] should be given a prize: something like an encyclopedia or thesauras. (Appendix 23, pupil 179.)

Whether the pupil who suggests a prize of 'a day of school' (Appendix 23, pupil 112) is someone who values education or someone who fails to value spelling, remains unclear. The value of education is, however, clearly expressed by the pupil whose preferred change in Battle Bridge was 'Education with the teachers and with the pupils' (Appendix 23, pupil 164). In giving numerical answers, too, the pupils gave a score of 1.18 for the statement that pupils 'try hard to get good marks and exam results', the highest score in the 'pupil' category, and a score of 1.33 for the statement that teachers help them to get the 'skills and qualifications needed for work', the highest score in the 'teacher' category (both from Appendix 24). This emphasis on education, rather than simply on 'good order' or 'behaviour', was noted in the inspection report completed in the following academic year:

> Relationships are consistently good. Racial harmony is a very strong feature of the school; all ethnic groups work well together *and provide a rich and supportive learning environment.* (Ofsted 1996: para 5; emphasis added.)

The evidence noted here, suggests that pupils may well be aware of connections between school development (or school learning) and their own learning, and between behaviour and learning. That is, pupils may be able to provide a subtle critique of whole-school developments, and may use a broad, 'educational', definition of 'behaviour' (as suggested in the literature review, above). What do pupils think of possibilities for change in the school? One pupil responds on how

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implementing the Code.

classes should be helped to improve by saying 'NOTHING' (Appendix 23, pupil 210), yet there is a range of views on the question of the school's ability to change as a whole (that is, responses to the statement 'Battle Bridge changes when it needs to'). Pupils gave a mean score of 0.40 to the whole-school 'changeability' quality, making it the second lowest in its category (Appendix 24). However, the older pupils, who might be expected to have more experience of the school being able or unable to change, gave the quality a rather higher mean score of 0.67 (Appendix 24). Battle Bridge pupils in Year 9 also gave a higher score than did pupils in Year 7 and 8 for their teachers helping them 'learn and adapt' (1.31 for Year 9, 0.65 for Year 7, 0.89 for Year 8, Appendix 24). These higher scores for older pupils contrast with Stage One data, where, at both Hardcastle and Roundabout, the older pupils gave the whole-school and teacher qualities lower scores than did the younger pupils (falling from 0.52 to 0.28 and from 1.00 to 0.82 in Hardcastle, and from 0.69 to 0.17 and 1.47 to 0.64 in Roundabout, in Appendix 22).

In terms of the introduction of the Classroom Code, an example of a real attempt at 'change', some pupils say that they 'don't think the classroom code work at all', 'I dont thing the class room code works', or that 'it doe'st work for me' (Appendix 23, pupils 216, 202, and 210 respectively, and see also Figure 2, above, and the analysis following the Figure), yet there appears to be a far greater number of 'hope' statements, suggesting that pupils do indeed think that change is possible. For example, statements about 'the most important parts of the Classroom Code' include the wish that pupils 'take responsibility for own behavior' (Appendix 23, pupil 141, and see also pupils 142, 144, 145, 147, 148, 149, 150, 154), or that the school should 'Involve all pupils in lessons' (Appendix 23, pupil 199), or that 'the most importon classroom code is Respect each othes I think this the best thig I could think about' (Appendix 23, pupil 212). Along with these indications, there is the mean score for the teacher quality of helping pupils 'to learn how to learn and adapt more in the future', which at 1.00 is the equal third-highest scoring teacher quality, and second highest for Year 8 and Year 9 pupils (Appendix 24). So, although pupils appear to be uncertain about the school's ability to change as a whole, they are reasonably confident in teachers' efforts to help *pupils* change. One pupil summed up a number of feelings:

> I like the way Battle Bridge is like now. I won't mind if head teacher or Deputy head changes Battle Bridge because when ever they changed Battle Bridge it always been good. (Appendix 23, pupil 184.)

Furthermore, the pupils confidently participated in the construction and monitoring of the Code, with some of their views, and the results of some monitoring, summarised in Appendix 8. This was achieved without, it seems, creating a homogeneous school community (that is, a community without disagreement or diversity), and without apparently exhibiting 'contrived collegiality' (referred to in Chapter II, above). As the inspection report notes, diversity is one of the most prominent features of Battle Bridge, as it not only '*serves* a diverse multi-cultural community' but '*is* a diverse multi-cultural community' (Ofsted 1996: para 11 and para 20, respectively; emphasis added), and

> Many opportunities are taken to celebrate diversity and to place this at the centre of the work of the school. (Ofsted 1996: para 20.)

There is also the Ofsted quotation, already twice used in this thesis, that

> Relationships are consistently good. Racial harmony is a very strong feature of the school; *all ethnic groups work well together and provide a rich and supportive learning environment.* (Ofsted 1996: para 5; emphasis added.)

Recognition of diversity as a potentially positive feature of the school, can also be seen in the responses of pupils, who say 'I would like people to respect eachothers feelings and culture' (Appendix 23, pupil 145), 'Value each others' languages' (Appendix 23, pupil 145), and 'Respect other languages and region' (Appendix 23, pupil 156). In order to do this, people should 'Treat each other the same way [and] Listen to others views' (Appendix 23, pupil 156). Some pupils, of course, disagree. One would like to see the school 'close down', as

> I hate school, it cause's me mental & phisacle stress. (Appendix 23, pupil 169.)

This same pupil has little faith in the efficacy of the Code, as

> no matter how hard you try you can't get kid's to abide rules. (Appendix

23, pupil 169.)

Another pupil wrote that they would prefer 'less Asians' in the school, although this pupil was made to change this statement by an individual support teacher (Appendix 23, pupil 209, and see the Appendix for an explanation of the changes made to the response). Yet the stronger impression is of, and the greater number of comments are about, a possibility of using diversity for school improvement.

Stage Three data: Membership, apprenticeship and learning, leadership and followership, and sincerity

Stage Three of the research took place in the Institute of Education in the academic year 1996 to 1997, and investigated the views of student teachers. Student teachers are examples of 'boundary spanners', as they may be regarded during the course as students, teachers, members of the Institute, and members of school communities. At the time of the research, the group of students were also within a few days of finishing the course, and so were also at the boundary between training and employment. The responses from students in Stage Three may therefore provide distinctive insights into the nature of schools as communities, becoming a member and other forms of learning, leadership and followership, and the research process itself.

Membership

To start with the students' sense of being 'borderline' members of their schools, there is some evidence that students were aware of the significance of school membership. One of the most important ways of making the school more 'ideal', according to some students, was to have

> Good induction programme/photos of staff** (Appendix 25, Group 2 Tasks A & B, with this being the only 'double starred' item, and only one other item having a single star.)

This suggests that they are keenly aware of the 'borders' of membership, and how good strategies for 'becoming a member' are amongst the most important of all strategies for creating an 'ideal' school. Further evidence of a sense of

'borders', and the need for these borders to be protected, was given by the same group. They asserted that no-one in an 'ideal version of my main practice school' would say

> Poor teachers should be tolerated or allowed to continue teaching (Appendix 25, Group 2 Task D.)

Students seemed aware of the difficulty of becoming members, as suggested by the rather sad indication that no-one in the 'real' main practice school would say

> [Name of student] was an excellent teacher + we want to give her a job. (Appendix 25, Group 4 Task D.)

Other 'borderlines' may have been indicated by the students who said of one school that a 'strong Christian ethos did not encompass multi-faith ethos', making it 'untrue' that 'pupils ... are able to express their own views' and that the 'school changes to adapt to changing circumstances' (Appendix 25, Group 7 Tasks A & B). One group had quite specific expectations of pupils' 'membership' of the school, with the pupils marking their identity by avoiding work. 'Pupils in my school avoid work when at all possible' is – surprisingly – an important part of the group's 'good experience' of teaching practice (in contrast to the views of Group 6, quoted below in the 'learning by individuals' section), whilst 'pupils ... try to be academically successful' is in the section headed 'not evident in teaching practice school' (Appendix 25, Group 3 Tasks A & B). Also on pupils, there were comments on those pupils who themselves were 'borderline members'. Group 4 note that 'excluded pupils come here from other schools' and 'some of them should not be here' (Appendix 25, Group 4 Task D). Some pupils may themselves draw a borderline between school and 'real life', according to these same students, claiming pupils say 'I can't wait to finish school to get on with my life' (Appendix 25, Group 4 Task D). The students therefore can be seen to express a range of attitudes to school membership and learning, for themselves and for pupils and teachers.

Whereas Tasks A, B and D all referred to factors within the school, Task C referred to factors both inside and outside the school. Analysing these is therefore an important way of identifying the characteristics that are peculiar to the school community, and of identifying the distinctive position of student

teachers as 'borderline' members. The various Task C factors that might have influenced students' work in their main teaching practice school, and that might have influenced the 'life of the school as a whole', are described in Figure 3, below. This diagram also provides an account of the comments attached to each of the statements, although no attempt is made in Figure 3 to describe the 'positioning' of the statements, for which, see Appendix 25, Groups 1, 2, 5, and 6, Task C, and comments on Figure 3, below and throughout the analysis of Stage Three data.

Figure 3: *Comments attached by students to statements referring to factors influencing students' work in school*

Statements	Group 1	Group 2	Group 5	Group 6
a *My curriculum research.*			Useful for future should have been done earlier if to be useful at PTE	Reflective [Also arrow from comment attached to *I*, 'Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities'.]
b *My professional studies research.*	Involvement Relationship with pupils		this was valued + topical to D + so it was well supported	[Arrow from comment attached to *I*, 'Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities'.]
c *Teaching my main subject.*	Subject knowledge Confidence		? forgotton what it was! [Unclear] yes	Able to develop knowledge.
d *Teaching other subjects.*			C.M.I. – Geography – D.O.V.E – Travel + Tourism – P.S.E Geography History Sociology Health + Social Care Integrated Humanities – useful experiences for future direction	Added to a variety of knowledge

Figure 3 (continued)

Statements	Group 1	Group 2	Group 5	Group 6
e *Mentoring and other support from my school's subject tutor.*	Organizatio n Advice Administrati on Support		subject tutor supportive in keeping me teaching, but not clear why OK. A serious lack Useful when it happened	Essential
f *Mentoring and other support from my school's professional studies tutor.*	[Arrow to *e* with the comment added to the arrow 'Good relationship']	with exception of [name of student] – superb contribution from SPT	At D she was excellent – couldn't be more helpful didn't really have enough time	
g *Tutoring and other support from my Institute tutor.*	Helped to design	except when Coronation St is on!	V.G. most of the time	Essential The foundation to the course
h *Lectures and other sessions in the Institute.*	Disjointed	in the main keynote lectures were not reality based, too much theory – irrelevant to daily life zzzzz ... variable quality + use	Lectures were not of much help some sessions were. Information not given in waffle form Many of these seemed of minimal value to teaching at D Most of the time they seemed like fill ins or make weights just to pile on the pressure.	OK Practical, fairly useful

Figure 3 (continued)

Statements	Group 1	Group 2	Group 5	Group 6
i Institute library, media, and computing facilities.	Good computing Little time for media	with exception of [name of student] – used curriculum resources every week	D – all materials used/found in school very useful but the admin system at desk needs good sort out!	Centre of resource
j My previous paid work experience (e.g. jobs).	Admin People 'control' Organizatio n		good for working with students individually	Of no significance (only gaining communication skills)
k My previous unpaid work experience (e.g. family responsibiliti es, voluntary work, hobbies, etc.).	Little done		Yes – all had a tremendous influence on the way I taught Very useful for some subjects. Good for school involvement	Useful in preparation
l My previous studies.	Organizatio n. Deadlines Planning Administrati on		Will be if I can teach Philosophy D Not a lot of relevance to KS3/KS4 RE, but much to Sociology. for all my 6th form work (Sociology Health + Social Care) not RE though	Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities.
m The pupils in my school.		unanimous this a key element	Of course!	Classroom Management! Development of skills !!!!!

Figure 3 (continued)

Statements	Group 1	Group 2	Group 5	Group 6
n Other Beginning Teachers working in the same school.	Different experience	vital for day to day support + collaboration	yes had a great time gossiping personal support with resources team working	Comradship Stress managers
o Other Beginning Teachers at the Institute.	Discussed throughout the course	essential for support + encouragement	support + resources	[Ditto marks, indicating the same response as for *n*, i.e. 'Comradship' and 'Stress managers'.]
p Other teachers in my school.	Had to work hard to socialize		extremely variable no + it is just as well they didn't	Source of guidance Sometimes supportive

(Data from Appendix 25, Groups 1, 2, 5, and 6, Task C.)

Comments on these data are made at various points in the Stage Three analysis, but some responses seem particularly meaningful with respect to the current section on membership. An example of such a response is that of Group 2, who unanimously agreed that their 'previous unpaid work' was important, but who said that their PGCE 'lectures and other sessions in the Institute' were 'not very important' (and close to the category 'even less important'). To the statement about lectures, the students added the comments 'in the main keynote lectures were not reality based, too much theory – irrelevant to daily life', and 'zzzzz ...', and 'variable quality + use' (Appendix 25, Group 2 Task C). These responses suggests that for them, membership of the school community was seen as very much an employment-oriented, rather than academically-oriented, entity.

There were other interesting responses relating to previous paid and unpaid work. Group 1 and Group 2 have previous paid work as a 'positive' aspect (Appendix 25, Groups 1 and 2 Task C), helping Group 1 with 'admin', 'people control' and 'organization' (Figure 3, above), whilst other teachers and students in the school were 'neutral' aspects. Indeed, every group gave a high ranking to

either paid or unpaid previous work, as paid work was helpful 'for working with students individually' (Group 5) or for 'communication skills' (Group 6), and unpaid work was 'a tremendous influence on the way I taught', 'very useful for some projects', and 'good for school involvement' (Group 5), and 'useful in preparation' (Group 6) (Figure 3, above). These positive responses to previous work suggest strongly that, whatever the teacher training course itself consists of, there must be – and in this example it appears there are – opportunities for students to exploit their previous work. That is, exploiting previous subject studies, as might be expected of a post-graduate course, may be less important than exploiting previous paid or unpaid work. Indeed, 'previous studies' are ranked lowest of all influences by Group 5 (Appendix 25, Group 5 Task C), and fourth lowest by Group 6, who say the studies were 'only helpful towards writing our assignments' and 'not helpful towards "teaching" practicalities' (Appendix 25, Group 6 Task C, and Figure 3, above).

Apprenticeship and learning

Apprenticeship

It is clear here that many factors in and out of school, and in and out of the PGCE course, are considered significant by students. Any simple description of teacher training involving only 'university and school' (or 'university *versus* school'), is likely, according to these data, to be misleading. This section therefore continues to address the issue of membership by considering possible 'apprenticeship' models, including the extent to which students see themselves primarily as 'apprentice' members of the schools in which they were placed, members of the profession as a whole (perhaps incorporating the Institute in which they studied), or members of the group of teachers of their subject. It continues by considering learning more broadly, including barriers to and supporters of learning.

There are several indications in the Task C work, that students were consciously identifying some people as more central to their experience than others. These indications may help clarify whether students saw themselves as 'apprentices' in any way, by investigating how they identified themselves with different groups of people. A note should be made about the presence of the Institute Tutor, who

was also the researcher, during these tasks. Not all the groups identified the Institute Tutor as a positive influence (although some did), suggesting that the students felt able to express a 'less-than-perfect' opinion of this person, yet of course statements about this person might be expected to be more biased, by his presence, than statements about other people.

Group 1 put into the 'positive aspects' section (a section of statements connected by arrows, but not given any 'order'), the Institute Tutor, other students at the Institute, the school subject tutor, school pupils, and the school professional studies tutor; they put into the 'neutral encounters' section, other teachers in the school, and other students in the school (Appendix 25, Group 1 Task C). This seems to suggest that they see themselves primarily as subject specialists (because teachers and students of other subjects are 'neutral'), and that they identify not simply with the school (because people in and out of the school are identified as 'positive aspects').

Group 5 also seems to have a subject orientation – albeit not to a single subject, as teaching other subjects, when experienced, was seen as important. The group members agree on the importance of school pupils and generally also rank highly the school subject tutor, the Institute Tutor, other students in the Institute, and other students in the school, with the school professional studies tutor ranked rather lower (with one exception) and other teachers in the school ranked lowest of all (and 'it is just as well they didn't' get involved, according to one student) (Appendix 25, Group 5 Task C, and see also Figure 3, above). However, their self-identification as 'students' is also indicated by the high ranking of other students in the school – albeit for 'gossiping', for 'personal support with resources', and for 'team working' (see Figure 3, above). Group 6 members seem to see themselves as subject specialists, with subject teaching making them 'able to develop knowledge', and putting the school subject tutor at the most 'positive' end of their diagram. Yet they also seem to identify themselves strongly as students, with other students in the school also most 'positive', and with other students at the Institute, and the Institute Tutor close behind them; other teachers in the school are in an intermediate position, with school pupils and the school professional studies tutor close to the 'negative' end (Appendix 25, Group 6 Task C).

Group 2 seems to see itself even more as a group of *students*, as the members rank the Institute Tutor and other students in the school as most important, with pupils, and other students at the Institute, also agreed-upon as important (with one student adding the school professional studies tutor). They have the subject tutor and other teachers in the school as 'sometimes' important, and the school professional studies tutor (for all but one student) as 'even less important' (Appendix 25, Group 2 Task C). This seems to suggest that they see themselves more clearly as students (identifying most with the Institute Tutor, other students in and out of school, and pupils), rather than as subject specialists (as the school subject tutor is lower-ranked) or as members of the school (as school tutors and other teachers are lower-ranked).

The views expressed here indicate that if student teachers are to be seen as 'apprentices', then there are two questions to be asked. One concerns 'where' they are 'apprenticed', with some students identifying more closely with the school and others with the school-and-Institute (or perhaps, thereby, the whole 'teaching profession'). The other question relates to 'what' they are apprentices of, with some students identifying more closely as subject specialists, and others as generic teachers rather than subject specialists. As there is a wide range of views on both of these questions, as indicated above, an initial conclusion might be that any apprenticeship model of teacher training must take account of the possible variation in responses to the two 'where' and 'what' questions.

Learning by individuals

Following material on apprenticeship, it is worth considering the barriers to and supporters of learning more generally, starting with learning by individuals, and going on to consider learning by schools. Students seem to be clear that there are both barriers to and supporters of learning in their schools. That learning is important to the students, as individuals, is suggested by their comment on 'professional studies research' in Task C, saying that it helped with 'involvement' and with the 'relationship with pupils' (Appendix 25, Group 1 Task C, also in Figure 3, above). A range of factors are seen as affecting learning. Group 1 suggest that no-one says 'school is a failure', but that only in an ideal version of

the school would no-one say 'that the school limits academic/personal/social etc. development' (Appendix 25, Group 1 Task D). When it came to an individual school subject, the same group suggested that no-one says 'what's the point in RE?', but that only in an ideal version of the school would it be true that everyone would say 'what can we learn from RE?'[88] (Appendix 25, Group 1 Task D).

To continue with the theme of pupil learning, here are three different views. One group says that 'unrealistic expectations (high or low)' are characteristic of pupils, and that this might be 'cured' in an ideal school by the pupils being able to 'work without disruption' (Appendix 25, Group 1 Task D). However, according to a second group, pupils think school 'has nothing to do with our real lives', and that they might learn more if they could 'see the links between school and life' (Appendix 25, Group 2 Task D), just as a third group suggests pupils would ideally say 'school life is the foundation for the rest of my life' (Appendix 25, Group 4 Task D). Whereas the first of these examples seems to focus on the pupils' own attitudes, the responses of the second and third groups seem to give more responsibility to teachers or others in the school, to make the education more 'relevant'. This latter view is also supported by those who say that pupils in their schools think 'teachers aren't always interested in what we think or what we are like as people' (Appendix 25, Group 6 Task D). It is worth noting here that 'relevance' or 'connectedness' is seen in two ways: education or school being connected to 'real' or future life, and teachers being connected to pupils 'as people'. (In Chapter V, below, this issue is developed further.)

One of the simplest of indications of a barrier to learning, and how that barrier could be overcome, is this last group's suggestion at the 'negative' end of their sheet that pupils 'avoid work when at all possible' (in contrast to the views of Group 3, quoted above in the 'membership' section), with the additional, 'ideal' comment 'Make work more interesting'. This same group also say that the school buildings are 'not suitable for a school', adding the 'ideal' comment suggesting the need for 'addressing the environment for "learning"' (Appendix 25, Group 6 Tasks A & B). Other indications of barriers to learning, and how they could be

[88] This comment may reflect developments in RE. Within RE, a distinct tradition had recently been developed, involving consideration of 'learning *about* religions' and 'learning *from* religion', as exemplified for example in SCAA 1994.

overcome, cover a wide range of issues, including management activities, teacher attitudes, and the whole-school ethos. Several of these are outlined below.

Learning by schools

Systematic change, or 'learning' by schools, is described in a number of ways. One group doubts the possibility of any school-level learning, saying that no-one thinks 'they could effect any change in the system' (Appendix 25, Group 2 Task D). Another group talk of structural or organisational barriers to change, saying that it is a 'lie' that 'most managers in the school make good use of the skills available to them', with the 'solution' (i.e. what would happen in an 'ideal' version of the schools) being that managers would have 'greater opportunities' to do this. However, the same group categorised as a 'lie' the statement 'most managers in the school are really interested in my welfare', and say that this could be 'cured' (i.e. this would not be the case in an 'ideal' version of the schools) more simply by 'communications' (Appendix 25, Group 1 Tasks A & B). Managers might learn from others in an ideal school, according to this same group, as they would say 'I would really appreciate the help of the staff' (Appendix 25, Group 1 Task D). These responses indicate ways in which students, teachers or managers might be enabled to improve themselves and to improve schools, that is, help schools to 'learn' (in the sense indicated in the literature review above, Chapter II).

Two groups of students reject 'qualifications' as an important issue for schools, notwithstanding the use of 'league tables' of exam results in public accounts of schooling. One group clearly indicates that teachers should *not* be stressing qualifications, despite a large number of other aims that are agreed-with (see Appendix 25, Group 4 Tasks 1 and B). Another group also put 'I aim to help my pupils ... gain ... qualifications' at the 'least true' end of their page (Appendix 25, Group 5 Tasks A & B, as mentioned above in the analysis of Stage One data). The 'disagree' choices of the first of these two groups also imply that teachers have failed in their aim (identified in the 'agree' section) of making pupils 'helpful' – as pupils are not seen as supporting each other as much as they could. Such responses suggest that schools may 'learn' or develop in terms of improvements in exam results, but that factors such as the 'helpfulness' of pupils may be seen

as more important. The helpfulness of pupils may also be connected to the pupils 'appreciating' the work of teachers. Why is the statement about teachers aiming to help pupils appreciate them labelled a 'loose cannon' (Appendix 25, Group 4 Tasks A & B)? The students note, with respect to that statement, that they 'could emphasise this more in ideal school', which does not suggest that they are simply uncertain of its meaning. Being a 'loose cannon' is usually taken to mean being dangerous to oneself, in some circumstances, although expected to be useful. Perhaps the students meant, therefore, that the aim of helping pupils appreciate them could 'back-fire': having 'appreciative' pupils would, in their position as new teachers, be helpful in the short term, but this 'appreciation' could, in the long term, be misused or counter-productive. (This issue is followed up, further, below under the subheading '*Sincerity and Stage One, Two and Three approaches*'.)

On whole school learning, one of the most interesting responses was that comparing a 'fine' and an 'ideal' school.[89] The key differences between two particular schools is referred to at various points on the diagram produced by one group of students. The students say

> All comments would be relevant to ideal school BUT for D to become ideal more emphasise could be placed on school ethos, as at B (1) [i.e. referring to the group of statements labelled '(1)'] and management of the school. It seems that B (2) [i.e. referring to the group of statements labelled '2'] was nearer to the ideal than D, although D was fine. (Appendix 25, Group 4 Tasks A & B.)

This identifies ethos and management as the key factors for making a 'fine' school into an 'ideal' school. 'Ethos' and 'management' in this context are further identified by the groups of statements (1) and (2) (Appendix 25, Group 4 Tasks A & B). 'Ethos' and 'management', here, could perhaps be identified under three headings, as whole-school-community issues, caring issues, and those that might be called 'efficiency' issues. (The statement about 'superiority' in the (2) group, is analysed separately, below, under the subheading 'Aristotelian models of leadership and followership'.) 'Whole-school-community' issues are 'the school emphasises an ethos or sense of community ...', 'the school has good working

[89] The distinction between 'ideal' and 'fine' seems similar to that indicated in Barber et al 1997, between 'excellent' schools and those which are 'acceptable to good'.

conditions ...', 'most managers ... create a sense of community ...', and 'the school changes to adapt to changing circumstances'. 'Caring' issues are 'the school's staff are trying to care for the pupils', 'the school's staff are trying to care for each other', 'most managers ... make me feel that my work is important', 'most managers ... are really interested in my welfare', and 'pupils ... think that the school staff really care for them'. 'Efficiency' issues are 'most managers ... make good use of all the skills available ...', and 'most managers ... effectively communicate ...'.

Key differences between 'fine' and 'nearer the ideal' schools (i.e. the group (2) list), can therefore be seen to support the idea that factors supporting learning of the whole school are those such as 'community' issues, a balance of 'individual' and 'collective' goals, and the intentions of staff, rather than factors such as the nature of pupils. In particular, it is the *management* of the school, identified in four of the six group (2) statements, and identified as part of the 'staff' in a fifth statement, that is at the heart of changing from a 'fine' to a 'nearer the ideal' school.

Leadership and followership

Consideration of 'management' brings us on to the broader issues of leadership and followership. Many students see management and leadership in terms of 'control', with Group 1 thinking managers are trying to get teachers to 'pull their weight' (Appendix 25, Group 1 Task D) as 'they are in control' (Appendix 25, Group 2 Task D), and with teachers in classrooms 'holding back the forces of destruction' (Appendix 25, Group 4 Task D). This would imply 'followership' being seen in terms of obedience or disobedience. However, there are also indications that leadership already, in 'real' schools, involves more positive, 'support-oriented', qualities such as the 'promotion of tolerance' (Appendix 25, Group 4 Task D), perhaps implying followership being seen in terms of being helped to become more tolerant, using leaders as rôle models. ('Tolerance' itself, of course, is not entirely unambiguous, with some students noting that in an ideal school, no-one would say that 'poor teachers should be tolerated', Appendix 25, Group 2 Task D.) In the following sections, several aspects of leadership and followership are investigated in some more detail, starting with Aristotelian

models, and going on to other more general support-based models of leadership.

Aristotelian models of leadership and followership

The statement 'most managers ... act as if they are superior' is dealt with in various ways by the students. One group rank the 'reality' statements from 'most true' to 'least true', with the 'superior' statement being regarded as least true, equalled in its position only by 'I aim to help my pupils to gain technical-vocational skills and qualification' (Appendix 25, Group 5 Tasks A & B). Other statements about managers are also ranked rather towards the bottom ('least true') end of the page, with four management statements in the bottom half of the sheet, and only two in the top half (with both of these quite close to the half-way point). In contrast, another group, which ranked management qualities consistently highly (especially for the 'nearer the ideal' school B) put the 'superior' statement amongst various other management statements, in the 'agreed with by one BT, disagreed with by another' group (Appendix 25, Group 4 Tasks A & B). This group, in other words, see managers ideally as 'supportive', and 'efficient', *and* as 'acting as if they are superior'.

The best explanation for putting the 'superior' statement in the 'nearer the ideal' section, is that these (Group 4) students were using an Aristotelian approach to leadership. That is, they were identifying managers as being 'monarchical' and as exhibiting 'magnanimity' (i.e. 'proper pride': Aristotle 1976: 153). The description (quoted in the literature review, above) of the difference between 'monarchy' and 'tyranny' is as follows:

> The association of a father with his sons has the form of monarchy, because he is concerned for the welfare of his children. ... [I]n a tyranny there is little or no friendship. For where there is nothing in common between ruler and ruled there is no friendship either, just as there is no justice. Their relation is like that ... of master to slave. (Aristotle 1976: 278-279.)

Although the specifically paternalistic description of monarchy seems inappropriate in current contexts (even more so as the 'nearer the ideal' school B was led by a woman), the sense of leaders having proper intentions, and being properly proud of their work in powerful positions, seems to suit the idea of

'superiority' being an appropriate quality in managers if, and only if, they exhibit other, supportive or 'monarchical', traits. (It would also suit a psychoanalytic interpretation taken from Mitscherlich 1993, also mentioned in Chapter II, above.) That a group (Group 5) who gave low rankings to management qualities, also saw 'acting as if they are superior' as 'least true' of all, confirms the idea that 'superiority' was only seen in a positive light when it is part of a whole set of positive management qualities. The same might be said of the students (in Group 2) who said that it is 'usually' (and in one school 'definitely') the case that 'most managers ... act ... superior ...', and that in an 'ideal' school, this would 'rarely' be the case, having ranked four of the six management qualities in the second lowest 'generally' category (Appendix 25, Group 2 Tasks A & B). Similarly, students in a third group (Group 1) have four of the six 'management' statements in the 'lies' category, and the 'superior' statement in the 'bad truths' category (Appendix 25, Group 1 Tasks A & B).

The penultimate group mentioned above (Group 2), combine their somewhat negative view of managers with the 'ideal' comment attached to one of these statements that it 'Would be nice to be appreciated' (Appendix 25, Group 2 Tasks A & B), and that in an ideal school, the teachers would 'feel valued' (Appendix 25, Group 2 Task D). These views, about being 'appreciated', suggests that 'support-based' approaches to management should be considered, and these are the subject of the following section.

Models of support

How students see the rôle of 'support' in the management of a school (or teachers, or pupils) is likely to be tied to their ideas on the school's 'sense of community' and the way in which teachers and managers support them as students. The idea that 'the school emphasises an ethos or sense of community at every opportunity' is rejected by one group, who categorise it under the striking title 'lies', along with four of the six 'management' statements (Appendix 25, Group 1 Tasks A & B). Another, contrasting, group puts the idea that 'the school emphasises an ethos or sense of community ...' towards the top, 'most true' end of their page. Even higher-ranked by this group is the quality of the school staff 'trying to care for the pupils' (Appendix 25, Group 5 Tasks A & B). This suggests

that where students think the school is more of a community, support by staff of pupils is, similarly, prioritised. That is, school management appears to be linked to the management of pupils by staff. This is the view of the group who also give a high 'positive' ranking to 'the school emphasises an ethos or sense of community ...', and who go on to rank highly the support by staff of pupils (Appendix 25, Group 6 Tasks A & B).

Most of the groups (i.e. groups 1, 3, 4, 5 and 6) combine the statement about the school's sense of community with the statement about staff caring for pupils (Appendix 25, Groups 1, 3, 4, 5 and 6 Tasks A & B). The only explicit exception to combining in the same category the school's sense of community and staff caring for pupils, appears to be Group 7, who have on the 'true' side of the sheet the statement about the school emphasising community, but puts staff trying to care for pupils in the 'undecided' category (Appendix 25, Group 7 Tasks A & B). This may be explained by the low ranking of all but one (the 'superiority' statement) of the management statements, including the management statement about creating a sense of 'community'. It may therefore be that the students felt the 'community' nature of the school was indeed stressed, by its 'strong Christian ethos' (also mentioned in the 'membership' section of this analysis, above), but that this stress was ambiguous, as the 'strong Christian ethos did not encompass multi-faith ethos', making it 'false' that pupils were 'able to express their own views' and that 'the school changes to adapt to changing circumstances' (Appendix 25, Group 7 Tasks A & B).

It seems as though the school's overall sense of community is linked to staff supporting pupils, except (as in the last group) where school or managers make the 'sense of community' ambiguous, and where 'senior staff remained elite' (Appendix 25, Group 7 Tasks A & B). The responses of another group appear to confirm this, combining the sense of community with staff supporting students, but having an ambiguous view of managers (putting three of the management statements in the 'negative' half of the sheet), and making the 'ideal' comment that

> Managers should try to work alongside their collegues rather than often in opposition (Appendix 25, Group 6 Tasks A & B).

Working together, supporting each other, or being in 'opposition' to each other, of course begs the question of what the aims are of the different groups who are or should be working together or supporting each other. That is, models of management and leadership should not be separated from the broader aims of education, schooling, teaching, and so on. The significance of these aims was noted by the group who put five of the eight 'teacher' qualities in the 'false' section of their sheet, adding to the 'false' statements the presumably critical comment that 'pupils were taught "subjects"' (Appendix 25, Group 7 Tasks A & B). This indicates that the 'teaching of subjects' restricts or prevents the possibility of teachers helping pupils develop as integrated people, be creative, learn how to learn, be independent, and even gain qualifications. The 'narrowing' effect of teaching 'subjects' has already been referred to in Chapter II, above. There, Macmurray is quoted as saying that in schools, teachers 'are not training children to be mathematicians or accountants or teachers or linguists; ... [they] are training them to be men and women, to live human lives properly' (Macmurray 1968: 112).

The teaching of subjects, in the models suggested by some of the students as by Macmurray, might allow for ideas, concepts and theories to be developed, and might allow pupils to become 'appreciative', but would make it difficult to develop as 'integrated, balanced people' or (in Macmurray's terms) 'to live human lives properly'. Similarly, the teaching of subjects, according to these same students (i.e. Group 7), allows the development of pupils as 'useful and helpful members of society' but not as 'independent' and 'critical' people (Appendix 25, Group 7 Tasks A & B). This in turn reflects Macmurray's concern that '[t]o be educated today means to have learned to be human – not Scottish, not British, not even West-European – but human' (Macmurray 1968: 145). Other students note that, ideally, teachers would be valued for the 'valuable contribution to the fabric of the *nation*' [emphasis added], and this seems to contradict Macmurray's universalism. However, they qualify this with a 'commitment to whole child education' which, in a distinctly 'Macmurrian' way, rejects school aims of 'good league table position and Ofsted reports' in which teachers 'are judged by exam results' (Appendix 25, Group 2 Task D).

It seems clear from various responses described here that the management of

schools and of teachers and pupils, when described in terms of models of support, is a tremendously complicated matter for students, and is connected in various ways to the overarching aims of education. Models of support in turn have implications for 'followership', with some kind of 'community' being one clear way of linking the different aspects of schooling. The nature of community, including the dependency of management on 'attitudes', is also noted in a number of the Task D responses. For example, one group provides a clear model of school organisation. In the current system, managers and teachers blame each other for not 'pulling their weight' (managers say 'I want the teaching staff to pull their weight', while teachers say 'I wish the Managers would pull their weight'), whilst pupils simply have too high or low expectations (Appendix 25, Group 1 Task D). To make the system more ideal, managers would appreciate the help of teachers, teachers would want to discuss issues with managers, and pupils would be able to work independently (Appendix 25, Group 1 Task D). The model implied by these responses is one in which, ideally, teachers and managers would work cooperatively whilst pupils had more realistic expectations: a model focused, that is, on attitudes. A further indication by this group that schools need to be improved by changing the attitudes of managers, and the relationship between 'individual' and 'collective' aims, is the description as 'Bad Truths' of the statements 9 and 7:

> Most managers in the school act as if they are superior to people below them in the hierarchy.
>
> Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school.
>
> (Appendix 25, Group 1 Task A.)

The same group seem to sum up their approach to schooling by their description of pupils in an ideal school as being able to 'work without disruption': managing or supporting the work of pupils in this context means letting pupils 'get on with' learning (Appendix 25, Group 1 Task D).

Sincerity and Stage One, Two and Three approaches

In Stages One and Two, statements were given to respondents, who then provided a number as a response, but in Stage Three, there was a greater flexibility of response, and there was in Task D an attempt to investigate 'unthought thoughts' – that is, what no-one in the school thought. The flexibility at times seemed to encourage the Stage Three participants to comment on the statements themselves, and these comments may help clarify the earlier research. Two comments on statements are of interest here. One comment by Group 4 was on the 'loose cannon' nature of the statement 'I aim to help my pupils to appreciate all the work and care provided by the school staff', and the comment by Group 7 that two statements be categorised 'undecided' – i.e. the statements 'the school's staff are trying to care for the pupils' and 'individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school' (Appendix 25, Groups 4 and 7 Tasks A & B). Possible meanings of the 'loose cannon' statement are suggested above, where the idea is rejected that the students might simply be unclear about the statement. However, the analysis continues to say that the students could be suggesting that having 'appreciative' pupils would, in their position as new teachers, be helpful in the short term, but that this 'appreciation' could, in the long term, be misused or counter-productive.

In the present context, 'appreciation' is perhaps only valuable when 'sincere' (with the meaning of 'sincerity' being that indicated in Chapter III, above). Forms of 'appreciation' were briefly touched on in the account given of Rudolph Steiner in Chapter II, above. There, Steiner is quoted as saying pupils should be grateful to teachers, with an implied 'hierarchy of gratitude', being expected of pupils towards teachers in a way that it was not expected of teachers towards pupils. This in turn might be thought to encourage 'insincere' statements of appreciation by pupils of teachers. The 'loose cannon' categorisation of 'appreciation', by Group 4, would be entirely consonant with such an interpretation. A problem with the research tools is thereby identified, as there were attempts to elicit the views of pupils, students and teachers of pupil appreciation of teachers, but not of

teacher appreciation of pupils. Investigating teacher appreciation of pupils might illuminate the degree of 'sincerity' of the responses to the questions about pupil appreciation of teachers.

Group 7's indication that they were 'undecided' about two statements, may also indicate, helpfully, that some of the Stage One and Two data could be misinterpreted. 'Undecided' in this context might mean that the students disagreed amongst themselves, or that they were unclear about the meaning of the statements, or that they would need more time to decide, or that, for them, the statements were fundamentally ambiguous. The first two interpretations do not seem to be supported by the clarity and apparent certainty with which the students dealt with all the other statements. A lack of time might be indicated by the students needing to leave 'half-way through the exercise', although the students appeared to have responded to the time constraint by completing Task A in its entirety and leaving Task B out altogether. It is the final interpretation that therefore seems most plausible: the students found the statements fundamentally ambiguous. The ambiguity of 'the school's staff are trying to care for the pupils' has already been suggested, above, in the analysis of the comment made about a 'strong Christian ethos' which 'did not encompass multi-faith ethos'. The ambiguity of the 'individual responsibilities' versus 'collective goals' statement has more far-reaching implications for the present research. John Macmurray's view, described above in Chapter II, may be summarised as being the need for a school to be made up of individuals who yet form a single 'community'. For Macmurray, then, there should be no 'collective' goal beyond the individuals in a community (as it would be a 'society', not a 'community', that had an intention 'beyond the nexus of relations which it establishes', Macmurray 1968: 58), but the individuals are only truly human individuals *within* a community (as '[o]nly in a community can a living culture be developed', Macmurray 1968: 35). It may be that Group 7's lack of decision about the 'individual responsibilities' versus 'collective goals' statement may therefore be a reflection of a Macmurrian approach to the individual's relationship to the community. Other responses to this statement should therefore be interpreted in a way that takes account of Group 7's apparent approach.

What students 'really' believe

To conclude this report on Stage Three data, it is worth considering whether there are consistent patterns in the responses of student teachers. Consistency within or between the small groups of students is not being addressed here, as the student teachers in Stage Three were not intended to be 'representative' of students more generally (even of students at the Institute). The intention of Stage Three was to collect data that might 'clarify ... preliminary findings' from earlier stages and therefore 'complement earlier work rather than develop especially generalisable data in its own right' (from Chapter III, above). Nevertheless, some tentative notes can be made here on what the students participating in Stage Three may be indicating by their responses.

It seems that students are able to see their schools as, or potentially as, broadly Macmurrian 'communities', related especially to forms of support within the schools and fundamental aims of the schools. They see themselves, in several ways, however, as 'borderline' members of these school communities. There is a wide variety of personal aims amongst the students, from more subject-oriented aims to more general professional aims, and these in turn indicate a range of views on what kind of 'apprenticeship' they might see themselves as participating in as training teachers. Learning in and of schools is often related by the students to issues of 'relevance', and to issues of attitudes or relationships within the school community. It is clear that external aims such as 'exam results' are of less importance in this context than the nature of the school and of the members of the school community. Hierarchies within the schools are described as, or potentially as, positive characteristics of the schools: they seem to be seen as opportunities for those 'higher' in the hierarchies to have positive influences on those 'lower' in the hierarchy and on the school as a whole. Even 'acting ... superior' can be a positive characteristic if those in 'superior' positions in a hierarchy have other positive characteristics.

This brief summary of Stage Three responses is not intended as a final account of the considerable number of findings described in earlier sections. It is the following chapter that will draw together the findings from each Stage of the research, and the literature review preceding it, in order to come to some firmer –

if still tentative – conclusions.

Chapter V: Discussion and Conclusions: Supporting Ways Forward for Schools

'Though he cannot be said to have proved the truth of his doctrine, he does seem to have proved that it *may* be true, which I take to be as great a triumph as knowledge and ingenuity could possibly achieve on such a question'
(J S Mill, of Darwin's *Origin of Species*, Mill 1971: 390)

Introduction

This chapter is an attempt to bring together ideas and findings from the earlier chapters, and to suggest some possible implications of the work done. As the research draws on a number of disciplines, it might be possible to speculate on a wide range of issues. Those issues addressed here are restricted, largely, to those that are not so fully addressed by other researchers. The focus is therefore on many of those issues at the interface between disciplines, for example those philosophical questions raised within what are called sociological or psychological studies, psychological questions raised in philosophical or sociological studies, and sociological questions raised in psychological or sociological studies.

As the research progressed, the idea became clearer of a school being described uniquely as a *learning community* – a community where people are learning to be members of a community. 'Learning' in this context is therefore separated from, before being returned to, the idea of 'schooling'. It is the 'philosophy of schooling' that perhaps best describes what is going on here, with 'what can schools tell us?' being the justification for broadly 'sociological' data collection. Descriptions of schooling must take account of the views of participants, indeed, a school-as-learning-community is *made up of* the views (intentions, and so on) of participants. That these views include explicit views of 'reality' and the 'ideal' encourages the incorporation of Vygotskian approaches to learning, and of the psychological insight that a person's explicit self-description (i.e. their description of the 'real' self) may actually be made more complete when they are invited to describe (and perhaps incorporate into their self-image) their 'ideal' self.

I have a great deal of respect for the approach to research and professional development of Roland Barth, who initiates investigations with responses to the stimulus: 'I'd like to work in a school which ...' (Barth 1990: 9-10). Like Barth, I

'would like to attend an institution that accorded a special place to philosophers who constantly examine and question and frequently replace embedded practices by asking "why" questions' (Barth 1990: 10). However, 'liking' or 'liking to work' would need a great deal of further study and justification in this context, not least because the 'ancient and widespread belief that the supreme good of human life is happiness – for all its persuasiveness – is false' (Macmurray 1993: 2). What drives much of the present research, is the attempt to go beyond what people 'like' or naïve views of 'happiness', to consider why a school, and not just learning, is *important*. Wenger, in a study that is justifiably critical of much schooling, says that learning should be put 'in the context of our lived experience of participation in the world' (Wenger 1998: 3), as though the school is not part of 'lived experience' and is not part of 'the world'. I am attempting to say, in response, what a 'worldly' school of 'lived experience' might look like. In another context (Stern 2001a), I wrote of 'real' schools of (more) 'real' people. This was taken from Macmurray's suggestion that

> We are all more or less unreal. Our business is to make ourselves a little more real than we are. (Macmurray 1992: 143.)

Schools, I believe, have a special rôle in making people more real.

The remainder of this chapter starts with a summary of key elements from the previous chapters. It is not intended that the chapter summaries should take precedence over the accounts in the relevant chapters; the summaries are intended simply to help the reader gain a brief overview of the work to date. Following the summary, the chapter goes on to consider a small set of issues considered to be of special importance: community, hierarchy and magnanimity, learning and 'reality', teacher training, and school based research and 'school therapy'. Consideration of each of the issues is followed by a brief account of some of the implications of this research for future education research, policy or practice. Finally, there is a reconsideration of the initial aims of the research, in the light of the discussion so far.

Summary of previous chapters

Chapter I

Chapter I introduced the project and its aims of discovering and using the views of members of school communities, and investigating school and individual development within a framework of schools as learning communities. The puzzles that had initially stimulated the research – the need for teachers to focus on learning rather than teaching, listening rather than (or as well as) talking, working for those 'beneath' one in the hierarchy – were in turn addressed. Preliminary reading was described on the possibilities of gaining agreement from members of the school community, having a positive justification for hierarchies, and developing ideas of and from within school communities. These issues were all in turn affected by ideas on individual and institutional learning or development. Key concepts were therefore support (and forms of listening derived from therapeutic models), power, change (especially change from within, or 'immanent' change), hierarchy, community, and, finally, school as a 'learning community'.

Chapter II

Philosophical, sociological, and psychological texts were described, related to the characteristics of people in society, education and schools, using both theoretical and empirical approaches to their subjects. The philosophical foundations of the research included the writings of Aristotle on social organisation and hierarchy, with a 'state' described as a body of people aiming at a self-sufficient life, and with 'monarchy' described as being like good parenting (or fathering). Durkheim investigated what he called 'human fraternity', based on a division of labour, with education and schooling having a key strategic rôle in society. Macmurray wrote of community and the 'personal' life, with members related as equals.

In terms of organisations theory, models were described of 'mechanical' and 'organic' systems, and other models going beyond this division. Distinctively school based work, such as that of Dewey or Dalin or Wehlage, focused on the relationship between organisational theories and ideas on learning. 'Learning

schools', and their relationship to wider social systems, in turn led in to consideration of broadly Vygotskian approaches, particularly the work of Lave and Wenger on 'legitimate peripheral participation' or 'communities of practice'. 'Learning teachers' were also considered – whether as 'reflective practitioners', the 'competent', or both. Exploring the rôle of student teachers was one way of identifying the nature of learning in and of schools.

Chapter III

This chapter addressed methodological issues related to ways of developing and piloting techniques for discovering and using the views of members of school communities. The research was to be completed using an 'in situ' approach, assuming that responses would be *prima facie* evidence of the respondents' 'real' views in those circumstances. A concern was maintained with both truth and sincerity, with this research set up in such a way as to give respondents appropriate *reasons* to be sincere. More-or-less 'insider' research was proposed, with the researcher and the process of research part of, not external to, the processes studied.

Pupil, teacher and student teacher views were to be sought, recognising the mutuality of the relations between these members, and the potential contribution of the views of all members to the central concerns of their schools – educational as well as 'social'. Research tools were primarily designed to elicit qualitative data, and in Stage One, techniques were developed for discovering the views of all, including the developing views of student teachers. Two schools were used, Hardcastle and Roundabout, with the choices made on grounds of access and consent. Hardcastle was (later) described by Ofsted as having 'serious weaknesses', whereas Roundabout was to be described by Ofsted as being 'very good'. The researcher was more of an 'outsider' in these Stage One contexts, having the three rôles of tutor, researcher, and consultant.

Stage Two of the research, in Battle Bridge, was to have more of the characteristics of action research, as the researcher was employed by the school. The school context allowed a coincidence of research and an important whole-school development initiative – the introduction of a 'Classroom Code' that

addressed learning as well as behavioural issues. Stage Three was, in several ways, subsidiary to the previous Stages, as it was intended to clarify some of the earlier research, using a set of ad hoc sorting tasks with student teachers tutored by the researcher.

Chapter IV

This chapter investigated the data generated by the three stages of the research. In dealing with the numerical data, means were used more than medians or modes, in order to incorporate or increase both mathematical and political 'inclusion'.

Data from the Stage One diagnosis of school organisations suggested that schools may be communities, exhibiting active (intentional) agreement, external aims subsidiary to the personal, and with a personal unity allowing for the possibility of diversity and disagreement. The intentions of leaders were often seen as more important than distribution of power within schools, allowing for 'magnanimous' leadership. As the methodology encouraged an attempt to elicit more sincere responses, asking questions central to aims of schooling in a context of the possible uses of the responses to help meet those aims, eliciting views could be seen as a way of making the school a community. The 'real' and 'ideal' views of people in the school could be used for individual and school development.

A wide range of data concerned the nature of 'community', with a lack of community characteristics apparently linked to poor relationships. Hardcastle's teachers apparently had the biggest real-ideal gap with respect to the school's ethos or sense of community, with this and other data indicating an important difference between Hardcastle and Roundabout. In both schools, there was some evidence that 'active agreement' might be problematic, even if it was welcomed by pupils. Teachers contrasted personal and externally-imposed goals, yet these same teachers might have been harming themselves for the benefit of pupils. These ideas provided valuable support for Macmurray's ideas on how a school should care for staff as well as pupils. Pupils often, apparently, felt treated as less than full and equal members of the school community.

Diversity and disagreement amongst or between staff and pupils was at times used negatively as a form of 'divide and rule', yet there were also examples of 'healthy disagreement'. When it came to learning, some pupils were asking for more creative work or more involvement in their work, and they were said to have 'very few avenues ... to discuss the validity of what they've been asked to do'. Many pupils seemed aware of the need for teachers to continue learning, to 'understand us more', and pupils often stressed the priority the school, teachers, and pupils gave to high academic standards.

The 'political' organisation of schools, their power relationships and structures, were also investigated. It appeared that there was more concern with the intentions of leaders than the distribution of power. Teachers identified a large real-ideal gap, with respect to managers 'acting superior' (with 'real' managers doing this *more* than 'ideal' managers) and being really interested in the teachers' welfare (with 'real' managers doing this *less* than 'ideal' managers). Being 'patronising' was, unsurprisingly, seen in negative terms, yet 'caring' by management was at times also seen negatively as a cynical 'management technique'. There was some evidence of pupils only being seen as individuals 'when things go wrong', and otherwise seen as 'masses', and there was some other evidence of a lack of equality between and amongst pupils and teachers. How parents were viewed by different groups illustrated some interesting, varied, views on schooling and education. They were often described by teachers in terms of their educational rôles – or rather their failure to fulfil these rôles and support or value their children's education. Pupils, however, tended to see parents as 'worriers' and as sources of funding, and not as having any important educational rôle. Pupils tended to see themselves as academically striving, yet their teachers tended to see them, in contrast, as 'fashionably' lazy. Given such contrasting views, a coincidence of views appeared particularly important. For example, there was a coincidence of views expressed by teachers and pupils in Hardcastle, and these were similar to the views expressed by teachers and pupils in Roundabout, on the teachers being focused on helping pupils 'gain technical-vocational skills and qualifications'.

Questionnaires used in Stages One and Two were designed to imply to respondents the possibility of 'constructive' disagreement, and various responses

indicated the positive value given to disagreement. Real-ideal gaps generated ideas for school development, especially with respect to pupils' gaining skills and qualifications. Teachers in general found it easier identifying any change required in school, managers and pupils, than in themselves, with pupils in Hardcastle and Roundabout apparently confirming this by giving the highest agreement scores to teachers' current qualities. However, student teachers, at least, might be aware of the need to learn. One student chose to indicate that reading and answering the questions was helpful in supporting their learning: this response, at least, suggesting that the present research may indeed have some built-in 'sincerity'.

Stage Two research brought evidence together on the community nature of school, views of learning and school development. This was more 'insider' research, although in some ways this 'insider' status restricted the range of research that was able to be completed – with pupils but not teachers responding to questionnaires. The school development initiative studied – the introduction of a Classroom Code – allowed a focus on institutional as well as individual change or learning. There was some evidence of Battle Bridge being seen by pupils as a 'community of practice' – for example, pupils wanting the school to 'get on' as a school, not as single individuals, and thinking of the school as being like a 'big happy family'. The identity given to the school, or a class, was described in terms of respect, helpfulness, responsibility, communication, and kindness – with mutual kindness, for example, being explicitly applied to both pupils and teachers.

When asked about the Classroom Code itself, pupils may have been unenthusiastic about continuing to monitor it, but they appeared to be aware of its significance in supporting learning even more than behaviour – that is, in helping create a 'learning environment'. Pupils were confident in teachers' abilities to help pupils change, even if the school as a whole was not seen as being so changeable. Various forms of diversity amongst pupils were often seen, by pupils and by Ofsted inspectors, as providing opportunities for whole-school learning or development.

In Stage Three, student teachers defined themselves and their schools, in terms

of more-or-less borderline 'membership'. Becoming a member was seen by some as like an apprenticeship, although the type of 'apprenticeship' varied – students might see themselves as members of schools, the teaching profession as a whole, the group of subject teachers, or the group of student teachers. The students' previous unpaid and paid work was at times seen as more important than PGCE lectures or previous academic studies. Generally, then, students seemed to see membership as being employment-oriented rather than academically-oriented.

When the students were asked about pupils, some, surprisingly, saw pupils *avoiding* work as a *positive* experience of teaching. Others noted the 'borderline' position of some of the pupils, and a number described how pupils drew a line between school and 'real life'. Education being disconnected from 'real life' suggested to students either that teachers should make education more 'relevant', or that pupils should themselves work harder and appreciate the importance of schooling. For schools to learn or develop, the ethos and the management of the schools were seen as most vital. When comparing a 'fine' school to a 'more ideal' school, the most important change would be in the management of the school. And although leadership was at times seen negatively in terms of 'control', in one important case 'Aristotelian' management was described positively. That is, 'acting superior' could be seen as a positive quality if the managers were in other ways supportive and efficient. Managers could, in other words, be 'properly proud' and 'act superior' if they had other 'monarchical' traits.

Support was seen as central to schools' sense of community, unless the 'community' nature of the school was seen as divisive – as in the school identified as having an 'exclusive' Christian ethos, or the school in which senior staff 'remained elite'. It was general 'community' support that was apparently seen as more important than specific support for, say, the teaching of academic subjects. Indeed, a concentration on subject-teaching was seen as potentially negative, supporting the similar views of Macmurray. Other evidence that tended to support some of the educational views of Macmurray, included ideas on pupils 'appreciating' the work of teachers, and some difficulties in making sense of a contrast between individual and collective goals within schools.

Stage Three students, therefore, saw their schools as potentially (broadly) Macmurrian 'communities', with themselves as 'borderline' members participating in one of a number of kinds of 'apprenticeship'. Learning in and of schools was often related to issues of 'relevance', and to issues of attitudes or relationships. External aims such as 'exam results' were of less importance than the nature of the school and of the members of the school community. Hierarchies were potentially positive characteristics, being seen as opportunities for those 'higher' in the hierarchies to have positive influences on those 'lower' in the hierarchy and on the school as a whole.

Discussing the findings

There are few pieces of research that come to conclusions matching, neatly, all the original aims of the research. With the present, complex, research, such 'neatness' is even less likely. As was said at the start of this chapter, the issues discussed here are, largely, those that are not so fully addressed by other researchers, and in particular issues at the interface between disciplines. These are the issues of community, hierarchy, learning, teacher training, and the research process itself. The discussion goes beyond repeating earlier findings, and at times opens up new areas of possible inquiry. It is hoped that these speculations, including some of their implications for professionals, policy-makers and researchers, offer something by way of a conclusion. However, a final section looks once more at the initial aims of the research, in order to provide a suitable ending to the thesis.

The discussion starts with 'community' in schooling, this being at the heart of what, I believe, makes schools distinctive as educational institutions. Hierarchy is next discussed, as this is one of the 'problem areas' arising most forcefully from the concern with schools as communities: that is, how schools can legitimately be hierarchically organised if they have a broadly egalitarian 'community' nature. Schools are not simply communities, they are *learning* communities: communities of learning and communities that, as communities, 'learn'. This discussion brings together issues of community, hierarchy, learning, and reality. There is a sense in which developing schools as learning communities (the title of the whole

thesis) can only be considered as a single phrase: 'developing schools' implying the active development of schools, and also the nature of schools as changing or developing, 'learning communities' implying the nature of schools as Macmurrian communities, and characterised by learning. Although the title 'developing schools as learning communities' may seem at first glance a rather modest aim, it is intended as something of a rallying call: a way of both justifying and supporting schools, of giving schools a way forward. Such a task has implications for the preparation of new-comers to schools, and that is why the discussion ends with a consideration of teacher training. The position of student teachers helps illuminate a number of other issues, and their progress inevitably has implications for the future of schooling.

Community

What community is not

One writer said to the author, in response to work on Macmurray, that

> I can't agree about school communities – it strikes me that all schools are dominated by external aims and expectations (namely those of government, parents and 'society') and that almost every aspect of their lives are directed from outside. (Colson 2000.)

This helped focus my own ideas on community. What were the elements of community evident in the different stages of my research, and what aspects of community were not addressed? It was clear that 'community' was not simply a matter of 'unity', and the project went well beyond a search for a simple 'unity' (perhaps 'the absence of difference') as the key element in community. Indeed, aspects of difference, rather than its absence, were presented by some pupils, teachers, and (for example) the Battle Bridge Ofsted Report, as being a way of enhancing communal characteristics. The contribution of diversity to communal characteristics might be supported by the suggestion by Salmon that a lack of homogeneity in a group may, in some circumstances, increase the chance of members being 'related to each other in a ... low-key, friendly way' (Salmon 2000: 5).

'Community' was not, either, primarily a matter of formal physical or institutional

boundaries. The significance of the physical environment should not be ignored, and responses to statements about working conditions ('The school has good working conditions for teachers, other staff, and pupils') indicated that these were far from the ideal (at least amongst Hardcastle teachers in Stage One and some students in Stage Three). Yet the 'ideal' scores were not as high as for a number of other qualities, suggesting that the physical environment, even if poorer than it might be, was not considered as significant as other whole-school qualities. This seems to support the findings of Rutter et al 1979, for whom the state of school buildings as a whole had no correlation with educational outcomes[90]. Formal institutional boundaries also seemed to lack a key rôle in determining 'community', with the students in Stage Three, in particular, indicating flexible and varied senses of what the 'boundaries' might be. Furthermore, the relationship between 'the school' and 'the wider community' is, in any case, subject to a great deal of variation and uncertainty, as described for example in Neumark 2000 and Stern 2001b (on attempts to build relationships between the curriculum and 'the wider community', for which, see also Ofsted 1997), or Stern 1997a, 1997b, 1997c and 1998 (on the relationships between school, homework, and home), and as indicated by many Stage One comments from teachers and pupils, on the formal institutional rôle of parents. Treating schools as 'living things', using the tools generated by theories of autopoiesis, was also rejected, following the advice of Mingers (1995) that 'autopoiesis' might be an interesting metaphor applicable to social organisations, but could not be sustained as a systematic theory of those organisations.

State and community

Clearly, Aristotle on the (city) state contributed to the description of a school-as-community implied by much of this research. He uses a number of 'familial' metaphors, and describes a range of rôles for citizens that allows for a hierarchy without denying some kind of 'commonalty' amongst members – a kind of 'equality'. Writers often consider Aristotle, along with much of Greek philosophy, as denying individuality, and setting state or communal aims above any individual aims. However, Aristotle explicitly rejects 'the extremist unification of the state'

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[90] Rutter did however find that the state of small-scale decoration, including 'display' in classrooms, was of some importance (Rutter et al 1979: 178 and 195).

(Aristotle 1962: 64) and the communal life implied by 'communal ownership' as '[c]ommunal life and communal ownership are hard enough to achieve at the best of times' and it is therefore 'better for property to remain in private hands' (Aristotle 1962: 63).

> [C]ertainly there must be some unity in a state, as in a household, but not an absolutely total unity. There comes a point when the effect of unification is that the state, if it does not cease to be a state altogether, will certainly be a very much worse one; it is as if one were to reduce harmony to unison or rhythm to a single beat. As we have said before, a city must be a plurality, depending on education for its common unity. (Aristotle 1962: 65.)

The final comment – that it is education that creates a common unity – takes us in to Aristotle's views on formal education. These, however, are not central to the research: it is the plurality of Aristotle's state, yet exhibiting significant aspects of unity, that contributes to the present view of schools as communities. The modern state, like the ancient Greek state, is peripheral to the research, yet it also clearly influences modern schooling. Indeed, the nature of English state schools, within the statutory framework of the last ten years (including the duty to promote pupils' spiritual, moral, social and cultural development), is something that distinguishes the present research from the findings of Macmurray, who wrote of Scottish schools, including private schools, working under a quite different legal framework. The issue of state influence on or control of schooling is beyond the present research which, instead, sought to investigate the significance of the single school, as a community (in Macmurray's sense), hierarchically structured in some ways like the state (in Aristotle's sense).

Being

It is Macmurray's work, then, that provides the most important 'community' characteristics for this research. Within this research, the key aspects of community appear to be those related to the nature of 'being', the aims of schooling and the teaching of people, the 'family spirit', the need for community and communal 'bonds' in education allowing for a 'full and free life', intentions and equality, and diversity and fear. According to Macmurray, '[o]ur human Being *is* our relations to other human beings and our value lies in the quality of these relations' (Macmurray 1995a: 72). This 'relational' view of what makes a person

is reflected in several parts of the research. Several people objected to being treated as 'merely' group members, yet they also stressed the need to 'get on together as a school not as single individuals'. Early in the analysis of results, I felt that the statement about the school's 'individual and collective' goals should perhaps not have been included, as it seemed to make assumptions about the possibility of there being a simple contrast between the 'individual' and the 'collective'. This concern was supported by the responses of the Stage Three students. One set of students, for example, treated this statement as ambiguous, indicating that it was not possible to separate out 'individual' goals from the nature of the individuals themselves. If individual 'being' is defined in relational terms, as in Macmurray, then this would explain the ambiguity of the statement. Yet Macmurray is, nevertheless, concerned that the aims of a community are not 'collective' aims, in the sense of aims going beyond the individuals: such external aims are characteristic of associations not communities. Here again the research provides a range of views on what schooling is 'for', with personal ends often highlighted above external ends such as exam results or success in inspections – for example the need to 'promote valuable qualities in [pupils] themselves as people'. As Macmurray said, '[w]e may act as though we were teaching arithmetic or history. In fact we are teaching *people*' (Macmurray 1968: 5). Further research on, for example, the rôle of the curriculum, would be needed in order to clarify some of these issues[91], but it is still worth noting the proper ambiguity in any attempt to provide a simple contrast between the 'individual' and the 'collective' in school.

School, family and university

On the family, Macmurray, even more that Aristotle, sees a community (such as school) as extending the 'spirit of the family', with the family exhibiting unity as well as diversity, and unequal responsibilities as well as essential equality of membership. The research elicited several examples of 'family' metaphors being used by people of schools, for example of the school having a 'strong sense of family', or being more or less like a 'big happy family', or of fellow pupils being like siblings. Issues of actual family involvement in school are addressed elsewhere, and possible use of 'family' metaphors in the description of management – for

[91] This has been attempted in Stern 2001a and 2001b.

example, use of terms such as 'paternalism' or 'patronising' – are mentioned in the following section, on hierarchy. A possible relationship between research and family therapy is also indicated, below, in the section on school based research and 'school therapy'.

In many of these ways, the school is closer to the family than it is to a university. Macmurray makes a clear distinction between the nature of a school, as a community, and the nature of other educational organisations such as universities. Schools must be, for him, communities, whereas universities or other educational organisations may be 'associations' with external aims[92]. The stress laid on the personal development of pupils, by teachers, students and pupils alike, does support this interpretation of schools, as does the legal status of teachers (*in loco parentis*) and the fundamental statutory aims of schooling to promote pupils' spiritual, moral, personal, social and cultural development. External aims (such as exam results) are also seen as important within this research, so there is no simple relationship between the data collected here and schools as Macmurrian communities. Macmurray's approach is, nevertheless, helpful in explaining some aspects of schools not easily explained by other theories. For example, one of the most helpful uses of Macmurray's views on school-as-community is to explain the concern of teachers that they should 'look after [themselves] a bit more'. If the school is simply there to meet external goals, rather than to support a 'full and free life' of all its members, then it would be difficult to justify staff looking after each other as well as looking after the pupils, especially if the school did indeed meet any putative external goals. Roundabout is a good example of a school that gained public praise for meeting external aims, yet also indicated a need for staff to support each other more than was currently achieved. Few accounts of schools give a sound justification for staff treating each other with care, and this aspect of Macmurray's views on community is therefore of particular importance.

Equality and democracy

Making a community was, for Macmurray, in large part a matter of the intentions

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92 Student teachers, simultaneously members of schools and universities, are considered separately, below.

of those involved. Where teachers and managers were criticised by respondents, it was most often couched in terms of intentions rather than actions or formal rôles. Managers might be 'patronising', teachers might regard pupils as 'masses', students might want teachers or managers to be more 'appreciative': such descriptions far outweighed references to other qualities of actions and rôles. This does not suggest that no-one was concerned with 'equality', as equality, too, was often mentioned. What it suggests, rather, is that the 'equality' that might be a feature of a school is an equality based on, for example, treating people as 'full and free' people, and not as means to further ends, rather than an equality based on a simple democratic distribution of power. Once again, a key element in Macmurray's philosophy seems to provide helpful elucidation of a problematic aspect of the 'politics of schooling', as far as equality goes[93]. For him, 'equality is intentional: it is an aspect of the mutuality of the relation' (Macmurray 1991: 158). Many authors write of a need for schools to be 'democratic'[94]. I suggest that such accounts rarely take account of the patently unequal distribution of power within the overwhelming majority of UK schools, including virtually every state school. We only need to consider the radical nature of those schools such as Summerhill where pupils have significant formal voting rights over matters of school policy[95], or the formal, statutory, rôles of headteachers and governors[96], to realise that in most schools any 'democratic' features are far from those that might be expected of national governments.

Schools should, I suggest, strive to treat members equally, whatever levels of 'democracy' exist in the school. An attempt at increasing the school's level of democracy might then be considered a quite separate issue. In an article on equality, a colleague of Macmurray took great care to separate the meaning of

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[93] Macmurray's views on equality, not democracy, are used here. He has a different view of democracy to my own view, claiming Jesus as a democrat in saying 'He that would be greatest among you, let him be the servant of all' (from Matthew 23:11, quoted in Macmurray 1996b: 181). My own feeling is that making servants of 'the greatest', and, as the verse continues, abasing the exalted and exalting the humble, is not a lesson in the kind of democracy I would favour – either in schools or societies.

[94] For example Blase and Anderson on a 'vision of leadership' that is 'open, honest, collaborative, inclusive and democratic' (Blase and Anderson 1995: viii), or Bottery on educational management being such that 'measures of democracy' can be introduced (Bottery 1992: 186), or Furlong's 'new democratic project' and 'democratic professionalism' (Furlong et al 2000: 177 and 175 respectively), or Gordon on the possibility of achieving democracy in a single school (Gordon 1986).

[95] As described for example in Allan 2000.

[96] As described for example in DfEE 2000.

democracy, which would require a wide-ranging set of 'equalities', from the possible meanings of equality, some of which might be practised in non-democratic systems. For example,

> [w]hile the realisation of an equalitarian society may be far removed, an equalitarian and co-operative attitude can be, not only worked for, but practised to a considerable extent in any society. (Stern 1971: 525.)

It is important to note, that the evidence from the current research supports the idea of 'egalitarianism' (in Macmurray's sense) and some forms of democracy, and also supports the idea that it was the former that was of more concern than the latter to members of school communities. My inclination is to believe that equality is indeed a fundamental principle of schooling. Democracy may have practical uses in some circumstances, following Yovel's interpretation of Spinoza:

> Spinoza is an early democrat, not because he believes in transcendental norms but because democracy is best suited to a world from which they are absent – a world of pure immanence. (Yovel 1989b: 129-130.)

However, more research would be needed on the political structures of schools to clarify this point.

Diversity and fear

On the issue of 'diversity', the research went well beyond an initial aim of discovering the degree of unity and diversity within schools, yet the idea that a school should contain elements of both unity and diversity was supported by much of the data. For Macmurray, membership of a community requires both identity and rejection of identity, as in the family member who 'discovers himself [sic] as an individual by contrasting himself, and indeed by wilfully opposing himself to the family *to which he belongs*' (Macmurray 1996b: 129). The need to allow for diversity and a common identity was noted in many of the responses in this research. For example, pupils in Stage Two often wanted a 'respect' for difference alongside a form of cooperative working and identity with the class and school, and an inspection report wrote of diversity being a basis for effective learning. In Stage Three, students showed an awareness of the problems of 'imposed' unity, in a school which had a whole-school ethos that was seen as

excluding some pupils. In Stage One, a manager talked of the need for managers to be able to disagree with each other, openly, before coming to a collective decision, while a pupil at the same school said that they 'would like Roundabout to change in the sense of being able to speak more openly'. Other Stage One teachers talked about the need to be able to 'grumble', or the advantages of allowing for variation in views. The important factors appear to be what is done with diversity, rather than the amount of diversity, and what degree of participation in, or active agreement with, any 'unity', rather than the amount of unity. Once more, further research would be needed to develop these ideas on unity and diversity, but the Macmurrian concept of community membership does at least provide a sound basis for analysing the significance of unity (without this being for an external aim) and diversity (without this being a sign of disintegration).

Encouraging an openness to diversity, within the supportive form of the community, Macmurray believes schools should and can be places where fear is absent. There are many texts on the damaging rôle of fear in school, such as Holt 1964 (on fear causing failure), Burns 1982 (on anxiety and barriers to self-concept development of pupils, student teachers and teachers), Erikson (for whom 'healthy children will not fear life if their elders have integrity enough not to fear death', quoted in Arthur 1990: 150), Besag 1989 (on bullying), or Barth, for whom

> [t]he biggest problem besetting schools is the primitive quality of human relationships among children, parents, teachers, and administrators. Many schools perpetuate infantilism. ... This leads to children and adults who frequently behave like infants, complying with authority from fear or dependence. (Barth 1990: 36.)

This is like Macmurray's requirement for schools: 'the elimination of fear or anxiety from the personal relations of all members of the staff, and so of aggressiveness and submissiveness which are expressions of anxiety' (Macmurray 1968: 37). Having a fearless school, distinctively for Macmurray, requires the absence of dominant external aims, and the presence of community characteristics such as equality. Most of all, the absence of fear is implied by the aim of teaching: to teach people, not (just) subjects.

Implications

The implications of this investigation into schools as communities are, like the communities, enormously diverse. For example, on the work life of teachers, there are issues such as the nature of equality within a hierarchical system, the relationship of teachers to pupils and to groups outside the school (including parents of pupils), and the most suitable forms of peer support for teachers. Some of these issues have been investigated by the present author, for example in a book of support materials for newly qualified teachers (Stern 1999a), an article on the relationship of Macmurray's views to teachers' statutory duty to promote 'spiritual development' (Stern 2001a), and work on the relationship between teachers, parents and wider (non-Macmurrian) communities (e.g. Stern 1997c and Stern 2001b). The issue of stress and alienation is addressed below, in the section on research and 'school therapy'. There are also implications for the relationships between school, home, and other educational institutions, and on the nature of fear and bullying in schools.

Hierarchy and magnanimity

Superiority

Some aspects of hierarchy have been addressed above, related to Macmurray's ideas on equality and power within a community. Here, I want to consider further some of the Aristotelian ideas on hierarchy and 'magnanimity'. It is worth starting by noting the contrast offered by the respondents between different ways of being a leader. 'Acting superior' is generally seen as a negative characteristic of managers, and yet in one important case, in Stage Three, managers were given a positive quality of 'acting superior' when they also exhibited other positive management qualities. 'Superiority', in this sense, can be either a positive or negative characteristic. The term is similar to 'paternalism' as described by Aristotle, although 'paternalism' clearly has unnecessary masculine connotations in the present context[97]. Another term for 'superiority' that was only used in a

[97] The masculine connotations are not considered significant by me, but they are considered significant by Mitscherlich, who wrote specifically of the 'fatherless' society. This is analysed further, below.

negative sense, though, was the quality of being 'patronising'[98]. Other than 'paternalistic', and 'patronising', a third 'superiority' term that might be used, is (like 'paternalism') taken from Aristotle: *magnanimity* (megalopsuchia), or having 'proper pride' and self-respect as a leader. 'Magnanimity' has no gender-implications, refers to the attitudes of leaders to themselves as well as to others, and implies a wide range of positive leadership qualities. I therefore suggest that the evidence from this research indicates that school managers could properly be *magnanimous* as long as they were not *patronising*. Going back to the original meaning of 'megalopsuchia' – i.e. being 'great-souled' – we might, as suggested in Chapter I, above, refer to 'big hearted' management of schools.

Fatherlessness

Coming to terms with positive leadership qualities – that is, positive qualities of leaders *as leaders*, rather than as 'neutral arbiters' in democratic structures – brings Aristotle's ideas in line with those of the Freudian psychoanalyst Mitscherlich. For Mitscherlich, post-war Germany had trouble accepting authority, as it had experienced such an exaggerated, pathological, form of authority prior to 1945. Individuals and society as a whole became 'fatherless'. This interpretation of authority has apparently been influential in the 'men's movement' in the USA[99], through the sponsorship of Robert Bly (who also wrote the foreword to an English translation of Mitscherlich 1993). Bly writes of the USA suffering as a 'sibling society', unable to recognise 'power' either to support or oppose it.

> The sibling society is only forty or fifty years old, ... but already we notice that the committee, a sibling mode, dominates decision making more and more. (Bly, foreword to Mitscherlich 1993: xiv.)

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[98] 'Patronising', in dictionaries, is given a positive, supportive, meaning ('provide aid or support for', as in 'patronising the arts') as well as a negative meaning ('to adopt an air of condescension toward: treat haughtily or coolly', Britannica CD, Version 1998, 1994-8), and yet the students who used the term clearly did not mean to refer to managers being supportive, so 'patronising' was used only negatively.

[99] This research does not intend to provide support for or analysis of the 'men's movement' or the issue of 'masculinity' in education. (On masculinity in education, see, for example, Salisbury and Jackson 1996.) Indeed, a powerful argument for disregarding gender distinctions when considering the exercise of power, is found in the work of Margarete Mitscherlich (e.g. in Mitscherlich 1987), the wife of the author of *Society Without the Father*.

'Acting superior' was the management quality that seemed to be 'negative', but proved positive in certain circumstances. The pupil quality that, similarly, seemed to be 'obviously' negative, but proved positive in certain circumstances, was that of 'avoiding work'. One group of students suggests that this quality was a positive quality. Perhaps, within a school that lacked 'magnanimous' leadership (that lacked a 'father' in the sense meant by Mitscherlich and Bly), it becomes inevitable that pupils should be 'praised' for having the quality of avoiding work. In a sibling society, according to Bly, '[d]ifficult study was not to be endured' (in Mitscherlich 1993: xvii): that is, without authority, people may think it proper to avoid work whenever possible. (This issue is addressed once more, below, in the section on learning.)

No doubt a great deal more research would be needed to connect modern theories of management and leadership, to psychoanalytic theories of 'fatherlessness', and to Aristotle's work on magnanimity. I would certainly want to distance myself from the gender-specific elements of the work of both Aristotle and Mitscherlich, especially in their application to schooling[100]. However, a range of evidence from the current research does point to an acceptance of unequal power within schools, combined with a concern about the intentions of leaders and their ways of expressing authority. This evidence indicates that a qualified Aritstotle-Mitscherlich approach to leadership in general, and to leadership in schools, might prove fruitful.

Implications

Amongst the many implications of this work on management and leadership, it is worth noting here a small number of issues. Could there be management training that focused on 'magnanimity', in the Aristotelian sense? I do believe some Aristotelian elements have already been integrated into such training. For example, Aristotle advises leaders to be

> haughty towards those who are influential and successful, but moderate towards those who have an intermediate position in society, because in

[100] One might replace 'fatherlessness' with 'parentlessness', or, following Bly, refer instead to the 'sibling society' or perhaps the 'orphaned society', just as one could refer to Aristotle's 'magnanimity' rather than his 'paternalism'.

> the former case to be superior is difficult and impressive, but in the latter it is easy; and to create an impression at the expense of the former is not ill-bred, but to do so among the humble is vulgar – like using one's strength against the weak. ... In troubles that are unavoidable or of minor importance he is the last person to complain or ask for help, because such an attitude would imply that he took them seriously. (Aristotle 1976: 153-158.)

That last piece of advice could be compared to Pugh's recent advice to headteachers:

> do not whine to anyone who gets paid more or less than you; neither group is sympathetic. Confine complaints to other headteachers, the school's adviser, and the person you sleep with. (Pugh in Stoll and Myers 1998: 110.)

'Magnanimous' leadership, then, might prove fruitful. This would also have implications for the relationship between leaders, raising the issue of (professional) friendship[101]. Detailed work on the significance of 'friendship' in school management might build on the work of both Aristotle and Macmurray. Friendship has been recently tackled by Stern-Gillet, on Aristotle (Stern-Gillet 1995), and Lind, on a Macmurrian approach to friendship with regard to professionalism (Lind 1998).

The advice of Aristotle that a good leader would look after the led by attempting to look after their interests in the same way as a parent would look after a child, might be compared to the response of a headteacher on being asked what the defining characteristic was of a successful leader: 'remembering that the pupils are most important' (quoted in Coffey 1999). More generally, the idea that school leadership can include a sense of 'superiority', if, and only if, that is also accompanied by a wide range of other qualities, might help those preparing for leadership to avoid ambiguous or false claims of being 'democrats', without thereby being 'unsupportive'. The avoidance of characteristics of the 'sibling society' might also be helpful.

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[101] Further work might also be appropriate on the issue: who supports the headteachers? This issue, beyond the current research, would presumably address the nature of Governing Bodies of schools and local and national political influence on headteachers.

Learning and 'reality'

Curriculum

Learning is interpreted in this research as a form of change, applicable to individuals and to schools as institutions. It is hardly controversial to suggest that schools be learning-oriented, yet the nature of the learning is complex and more controversial. Whereas Macmurray sees teachers as teaching people, with 'subjects' as the medium through which people are taught, others have different priorities. Slavin and Madden, for example write that

> [t]he elementary school's definition of success, and therefore the parents' and children's definition as well, is overwhelmingly success in reading. ... Other subjects are important, of course, but reading and language arts form the core of what school success means in the early grades. (Slavin and Madden 2001: 4.)

In contrast to Macmurray and to Slavin and Madden, Wenger writes of the 'real' learning that goes on in school being predominantly the learning that happens outside, indeed *despite*, the formal curriculum:

> Students go to school and, as they come together to deal in their own fashion with the agenda of the imposing institution and the unsettling mysteries of youth, communities of practice sprout everywhere – in the classroom as well as on the playground, officially or in the cracks. And in spite of curriculum, discipline, and exhortation, the learning that is most personally transformative turns out to be the learning that involves membership in these communities of practice. (Wenger 1998: 6.)

Within the present research, there is a wide range of attitudes to learning expressed by pupils, students and teachers. In general, members of the schools involved in the research regarded their schools as striving for high academic standards. Pupils, and to a lesser extent teachers and students, regarded pupils as academically striving, too. As far as teachers' aims went, there was also a significant stress on their promotion of skills and qualifications. However, learning was not seen entirely in terms of academic or qualification-oriented terms, with significant evidence of teachers aiming, for example, at more 'integrated' pupils, or more independent learners. In an interview, one teacher stressed the need for teachers to promote more active and participative learning,

and saying the lack of such learning made the pupils in that school more 'passive'. This might be linked to the statement about pupils avoiding work, analysed above (in the section on 'community') in terms of a 'sibling society'.

Further examples of distinctive attitudes to learning were found in comments on the continuing need for teachers to learn (for example, to learn about pupils), and the ways in which pupils could and do help teachers learn. In Stage Two, the Classroom Code was seen by most pupils as successful in helping them learn, to a greater extent than it was successful in helping them 'behave'. This stress on behaviour-for-learning is significant, as many guides to 'behaviour' treat the two as distinct issues[102]. In Stage Three, a number of students analysed learning in terms of 'relevance'. Again, this is significant, as there are implications for schools if learning is to be made more relevant to pupils' lives, or to their future lives, or to 'society' or the world. (This is considered again, below, in the section on teacher training.)

'Real' schools

The strongest conclusion that might be drawn from this wide-ranging evidence is that learning in school is not entirely dominated by external aims, that it is seen by members of the school community as, at least in part, about growth and personal development rather than (or as well as) academic subjects, that it is something that happens to all members of the school community (including teachers), and that learning in school is often regarded as being a characteristic of the school as a whole. This last point – that of learning by schools – brings us back to a central theme of the research, that the nature of the person, as essentially relational, has implications for the nature of communities. Learning, for Macmurray, is about becoming a person: becoming more real. Reality, for Macmurray, was an emergent property.

> For reality is essentially the concrete wholeness which characterizes immediate experience. Whatever is abstract, whatever is isolated and separated out from the infinite in which it has its being, becomes to that

[102] For example, there is the idea that a 'good' curriculum will help pupils stay on task 'but first they must know how to *be* on task' (Canter and Canter 1992: 11).

> extent unreal. This, I think, is what Spinoza means when he talks of the unreality of the finite in so far as it is finite. (Macmurray 1996a: 16.)

I suggest that one might therefore call schools 'real schools', insofar as they help pupils become more 'real'. In this sense, striving for more 'real' schools[103] might then be seen as an alternative to, or a clarification of, striving for more 'effective' schools or for 'school improvement'[104].

The narrowing functional agenda of schooling, for Macmurray, is inappropriate. That is, the use of schooling to promote 'national' (or 'international') aims above those of individuals – what he refers to as treating a group of people as if they were a single organism – would be wrong. He explicitly draws out implications for citizenship as a school subject. There is a

> tendency to conceive education as a training for citizenship. Such training has its place in a good system of education. But it is a subordinate place. To use citizenship as a co-ordinating conception for education as a whole is merely one way of identifying the personal with its organic aspect. (Macmurray 1968: 12-13.)

Schools, in this sense, are themselves 'learning' or developing, and might be described as more or less 'real' to the extent that they fulfil their rôles as communities. Learning by schools is an important topic, therefore, and the present research attempts to make an explicit link between individual and school learning, through the use of research or 'diagnosis'. The rôle of research is considered again, below, but here it is worth noting the earlier accounts of theorists of institutional change, and some of the ideas elicited from respondents in the present research. More theoretical, yet school based, accounts, such as those of Newton and Tarrant or Fullan, stress the need for schools to develop 'from within', even if an external agent, such as a consultant, were to be used to stimulate or support change. This approach is also supported by business-oriented accounts such as those in Howard *et al* 1994, where 'diagnosis' has something of the rôle of 'research' in the present project. However, what was

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[103] There is no implication intended here that the philosophy supporting this research is related to the 'Campaign for Real Education'. That group, in contrast to this research, suggests for example that the curriculum 'should be subject-centred' rather than 'child-centred and relevant' (Campaign for Real Education 2001).

[104] Stern 2000c begins to address the relationship between the disciplines of school effectiveness, school improvement, and research based on the current theories.

stressed in Chapter II, above, was the distinctive nature of schools. Schools, as learning communities (i.e. communities whose whole purpose was educative), would be likely to see their own 'learning' as an integral part of their activities, rather than as an aid to some other purpose. In the three stages of my research, the research itself was justified to pupils, students and teachers, as being part of the 'normal' activity of the school or university, and throughout the period of the research, various respondents confirmed this. One of the most pleasing examples of this, mentioned in Chapter III, above, was the response of pupils when asked 'do you think you know, better than the teachers, how this school could be run?': a loud and immediate chorus of 'yes'. Pupils apparently feel able to be confidently involved in the development of the school, and evidence from this research suggests that they, and therefore by implication all the members of the school community, can be so involved.

As well as evidence of 'immanent' sources of change (i.e. change that might emerge from the views and activities of the members of the school community), there was evidence of a significant degree of independence from, if not isolation from, external sources of change. The school manager who saw himself as 'cynically exploiting' an external source of funding was a striking example of this, but other examples include the pupils who wrote of the need for the school to act 'as a school' and separate itself from external (negative) social pressures, and the descriptions of pupils' parents as being 'merely' supporters of, or hindrances to, the aims of the school[105]. Overall, in investigating the views of members of schools, I suggest that, within these very varied schools, there was a considerable amount of agreement between the different groups in the school, including agreement about the school's problems, and that a model of a immanent change, of the school 'adapting itself', was more appropriate than one of a school riven with conflicts and only able to change by resolving those conflicts. Nevertheless, there was a diversity of views within each school, a diversity of opinions, purposes, interests – of 'stories' – and there were still significant differences between the rôles of the various school members, and in the ways in which their views were recognised and used. The school might use both 'agreement' and 'disagreement' to help it change.

Immanence

There is a whole history of philosophies of 'immanence', as described for example in Yovel 1989b, with a focus on Spinoza. Glass highlights 'the importance of critical thinking and the importance of a Spinozan education in putting the here and now in a correct balance with the eternal' (Glass 1993: 2). The sense of an emergent reality might also, in a less 'metaphysical' way, be related to the views of Lave and Wenger on how apprenticeships typically work, not as 'masters' and 'apprentices' in a simple 'dyadic' relationship, but more like a family, cyclically reproducing family itself.

> The diversified field of relations among old-timers and newcomers within and across the various cycles, and the importance of near-peers in the circulation of knowledgeable skill, both recommend against assimilating relations of learning to the dyadic form characteristic of conventional learning studies. (Lave and Wenger 1991: 57.)

Lave and Wenger note that the development of newcomers implies the *replacement* of old-timers, rather like a family life-cycle. This approach to 'learning in and of a community' is strengthened, I believe, by the Macmurrian 'peculiarity' of schools as communities, stressing the need for school based education to be founded not on subjects but on the emerging reality of young people in community, and the emerging reality of the whole school as a community.

Less real pupils and schools

Schools, therefore, as understood in this project, involve a relationship between the emergent reality of the participants and the emergent reality of the school-as-community. One way of investigating the significance of this model might be to look at schools with a large number of pupils having difficulties with important 'community' characteristics – such as the ability to develop relationships or social communication skills. These pupil characteristics are familiar as descriptions of pupils on the autistic spectrum (as in Delf *et al* 1999, and see also Wolff 1995), and specialised work on supporting such pupils might provide insights into the

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[105] The views and borderline position of students is considered separately, below.

nature of, and limits to, schools-as-communities. Wolff's work stresses the difference between a 'normal' school (like a Macmurrian community), and other more specialised forms of education, including schools with wholly individualised learning programmes for each pupil, and universities allowing for specialism:

> The most helpful approach [to schooling] is to understand and tolerate the child's social isolation and eccentricities, not to pressure him [sic] to engage in large group activities, to build his curriculum around his own particular interests, and gradually to encourage him to have a go at tasks that go beyond these. Young schizoid[106] children, for example, with special interests in dinosaurs or the firmament, can write essays on their favourite topics, solve mathematical problems relating to these topics, and slowly learn to shift their interests to other aspects of natural history or the planets. (Wolff 1995: 140.)
>
> Some of these able schizoid children will need, and indeed seek out, opportunities for further education in later life when they have outgrown their developmental educational delays and when they can seek education in the more impersonal and less socially intrusive environment of college or university. (Wolff 1995: 149.)

The contrast between 'normal' schooling and education suited to children on the autistic spectrum confirms, I believe, the peculiar 'community' nature of ('normal') schooling.

On the issue of the 'less real', it may also be worth considering a term currently popular in education (that is, 'virtual'), if only to dismiss the link between the use of that term and the current point of discussion. As I said in an article on the significance of computers for religious education,

> I am not a fan of the use of the word 'virtual' to refer to anything happening on computers. An on-line Bible or an email discussion, is still a 'real' text, and a 'real' discussion – the word 'virtual' suggests it is not quite happening, not quite there. The 'Virtual Memorial Garden' ... may be unreal as a *garden*, but it is real as a *memorial*. Yet problems still remain. Graham Houston's book *Virtual Morality: Christian Ethics in the Computer Age* ... rightly says that Christianity, in common with other religious traditions, is concerned with the nature of reality. With respect to 'virtual reality', Houston sensibly refers to the Christian principle that 'anyone who looks at a woman lustfully has already committed adultery with her in his heart' (Matthew 5:28). ... Perhaps even, as John Macmurray says ... 'We

[106] Wolff uses the term 'schizoid' in this book, but this term is for her an explicit synonym for people with symptoms of Asperger's Syndrome, that is, those currently referred to as being on the 'autistic spectrum'.

> are all more or less unreal. Our business is to make ourselves a little more real than we are' (Stern 2000b.)

That last quotation from Macmurray, as also quoted in the introduction to this chapter, highlights the care that should be taken in theorising 'real schools' or school based education as being concerned with making people more 'real'. 'Virtual' communities, as described by many of those involved in computing, might indeed be 'real' in the Macmurrian sense.

> It is worth considering the idea of 'virtual communities', the replacement of friendship and other social groups being based on locality, with groups based on access to common technology. There are positive aspects to this, including the overcoming of national boundaries, and the chance to talk with people in their own communities. (Stern 2000a: 89.)

Nevertheless, the computers are, in that sense, subsidiary to the community nature of the school, based on the nature of the relationships amongst members, not simply their formal membership of, or presence within the buildings of, the institution.

Implications

Implications of this work on learning and reality include issues related to school subjects and their justification, and to the nature of boundaries and the 'site' of education. On subjects, one issue of particular concern to me is that their justification as part of the school curriculum is and should be quite distinct from their justification as parts of, say, the university curriculum. There may be many valid reasons for a subject being studied, including aims quite external to the institution in which it is studied. For example, a subject might be studied in a university for the economic benefit of the student or of the institution or of the country. However, a school subject would instead be justified primarily as 'merely a medium' (Macmurray 1968: 5) for personal and school-as-community development[107].

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[107] This is similar to the view presented more recently by authors whose 'primary educational aim is to attend to the construction of self in community' (Erriker and Erriker 2000: 131). It is Macmurray's argument for a particular notion of 'self', and an apparent absence of such an argument in the book by Erriker and Erriker (for whom the book's very conclusion should be written by 'you, the reader', Erriker and Erriker 2000: 189), that justifies the greater use of Macmurray's texts in the present research.

On the nature of boundaries, if we view schools as distinctive kinds of institutions (as communities), then the school's boundaries would be determined by the boundaries of the community characteristics. This has implications, for example, for the involvement of parents or other 'outsiders' in the school, for the nature of school-determined learning that takes place outside the school buildings (i.e. homework and other forms of study support), and the relationship of schools to national curriculum and other initiatives. Some of these issues are investigated in Stern 1997b (on computers, homework, and teacher training), Stern 1997a (on homework, including the proper rôle of parents in homework), and Stern 1997c (on the relationship between school-set homework and other forms of learning within homes). Further work on these issues is warranted by the constantly changing nature of homes and schools in terms of their access to education. However, as is said at various points in this thesis, there is no implication that 'external' people or institutions should be rejected by school. It is the relationship of 'insider' to 'outsider', indeed, that dominates the analysis, in this research, of the position of student teachers.

Teacher training

Student teachers

An initial hope for this research was to use an understanding of schools to help understand the ambiguous position of student teachers. It was in Stages One and Three that data were gathered from students, and these have been used in the descriptions and analysis of schools and education as a whole. Here, the ideas related to students' own rôles are to be considered. As different groups of students were questioned during the two Stages, and the questions and forms of questioning were also quite distinct, the responses are described separately.

Stage One students

In Stage One, students were able to describe 'personal' relationships (in the Macmurrian sense), in both primary and secondary schools, as they were wanting to promote the more 'valuable' qualities of pupils. These community

characteristics could be combined with the need for authority (with pupils 'needing a figure of authority'), in a way that would suit the views on hierarchy of both Macmurray and Aristotle. Some, however, saw 'community' as contrasting with school being 'important', and thought seeking the involvement of pupils a potentially 'dangerous' activity. Another possible barrier to community characteristics of schools, according to students, was the work of the teachers being so directed to pupils that they failed to look after themselves: teaching might then become 'detramental to their personal lives'. Such data suggest that students might value work on, or preparation for, the development of more 'community' characteristics of schools, such as the involvement of pupils in school developments, and the ways in which teachers might make their working lives more 'human'.

In terms of their own progress, students in Stage One appeared to be able to learn quickly about their placement schools, especially with respect to some of the key 'community' items such as the school ethos or the amount of 'caring' by staff. This was suggested by the responses after only one day in the school being almost unchanged weeks and months later[108]. The responses that were more 'changeable', were those on, for example, working conditions, the ability of the school itself to change, and some of the pupil attitudes. Yet even these characteristics seem to have been 'learned' within the first few weeks in the school, remaining relatively unchanging thereafter. Such data suggest that the need for a long, gradual, 'induction' into a placement school may have little effect on the students' understanding of key aspects of the school[109].

Stage Three students

Stage Three responses indicated the importance to students of their previous paid and unpaid work. This work was often prioritised over elements of the teacher training course such as lectures or students' research in their own

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[108] The speed with which students learned, evidenced here, might also have implications for the possibility of school inspections being, legitimately, quick 'snapshots' of schools. It is not an aim of the present research to analyse the rôle of school inspections, but this point has been used in Chapter III, above, to help justify the use of school inspection reports in this research.

[109] Such an induction period might of course have other advantages, with one group of Stage Three students highlighting the need for 'a good induction programme', albeit without referring to its length.

curriculum area, and over previous academic studies. The rôle of the university in the training of teachers might be considered with this in mind. However, there was no simple rejection of the importance of the university, in the style of the novel by Christopher Rush (Rush 1994)[110]. It is clear from the data in Figure 3 in Chapter IV, above, that students do not make a simple 'school vs university' distinction in their accounts of influences. Some other authors do seem to make such a straightforward contrast. For example, Furlong describes the categories relatively simply, in a section on '[t]he contribution of schools and higher education to professional development' (Furlong et al 2000: 127), with a conclusion that also seems to be acknowledging some of the simpler 'theory vs practice' approaches to learning:

> From a review of all of our qualitative evidence it is hard to avoid the conclusion that, for the overwhelming majority of our students, work in school was the most important aspect of their professional preparation. It was here that they learned how to manage classes, how to discipline pupils, how to plan lessons and how to carry out assessment. As so many of them said and wrote, there is no substitute for actually doing the job. Yet despite this recognition, there remained a sense in which most students did not see work in school as sufficient in itself. Some skills, such as discipline and classroom management, were seen as being learned primarily in the classroom. For many other skills and understandings, however, the classroom was the context where, with appropriate support from mentors and others, they were able to *put into practice* what they had learned elsewhere. Practical experience, although vital, was not seen as sufficient in itself. (Furlong et al 2000: 132, original emphasis.)

Students in the present research saw themselves, variously, as identifying primarily with the teaching profession, or the group of same-subject specialists, or with the placement school community, or with the group of fellow students at the university. Identification with elements of the university was primarily with a single small group of students (sometimes along with the tutor), whereas identification with schools was more often with elements from across the school population[111]. This indicates that the school, as a possible or actual community, can be the source of a different kind of identification, even membership, than the

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[110] This novel presents a critique of the contribution of universities to teacher training, more entertaining and more perceptive than many more formal critiques. The 'approved' model of teacher training, suggested by the novel, is a loose 'apprenticeship' model, with teachers developing their own distinctive styles, picking up ideas from fellow teachers, and ignoring all guidance from outside the school.

[111] The sense of 'identification' is an indication of what Lave and Wenger 1991 might refer to as

university. There may be, as it were, an unequal rivalry between school and university, with the school having the advantage of being a community. It is not that – as in Rush 1994 – the university's contribution is simply pointless, but that it should be seen in the context of the nature of the institution and that of the school. Some of these issues have been considered with reference to distance learning models of university contributions to initial teacher training, as described for example in Stern 1997d, and with reference to the potential impact of computer-based learning on initial teacher training, as described briefly in Stern 1997b.

Students in Stage Three were also sensitive to the 'relevance' of the education pupils received. This was variously indicated as connecting pupils and teachers, pupils and the curriculum, or pupils, the curriculum and the 'real' or future world. It is already embedded in teacher training, that students should use 'real and work-related examples' with their pupils (one of the training 'Standards' required of students, as described in DfEE 1998a). Perhaps further investigation is warranted, looking at the nature and rôle of 'relevance' in the training of teachers. This might be connected to the idea of 'sincerity' used as a key element in the methodology of this project. The concept of 'sincerity', as used in this research, stresses the idea of the context of the question and response being significant in interpreting its meaning. If the same were applied to teaching, one might be able to consider 'relevance' as a key factor, not simply as a 'stimulus', but as a provider of a context for interpreting meaning.

Other aspects of teacher training, highlighted in Stage Three, include the understanding of management. It was clear that students had strong views on management, on the need for managers to behave in particular ways and exhibit particular attitudes. One of the most interesting management issues, raised by this research, is the possibility of managers 'acting superior' being a positive quality. Yet the training 'Standards' do not explicitly mention management, referring to it only obliquely, for example in statements on the ability of students to work with 'colleagues', to understand the rôle of Governing Bodies, and to understand the School Teachers' Pay and Conditions regulations (see DfEE 1998a), and teacher training textbooks such as Capel et al 1999 include little on

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'communities of practice'.

management or the relationship of managers to students[112].

Implications

It might be possible to draw on this research to justify entirely school-based teacher training, and such training schemes have been developed in recent years. More interesting, I believe, is consideration of the implications of this research for more traditional initial teacher training, split between schools and university. This might be done, based on a 'consultancy' model, as in Stern 1995b. That article, based on Stage One findings, suggested that the 'research' elements of a PGCE might be used to justify the specific rôle of the student in the school. Students often seem to feel purposeless when passive (in lectures, for example), and inadequate when active (in the classroom or completing coursework). Part of the reason for such feelings may be status ambiguity, as student teachers are expected to be both students and professional teachers, and fulfilling either expectation can lead to a failure to fulfil the other.

However, as part of their PGCE, students are generally required to do a series of pieces of research and development, to a high (post-graduate) standard. By setting up such research, the university has thereby given schools an excellent opportunity to receive high quality, free, consultancy work, done by 'insiders' and supported by outsiders. Many schools ask for or get outsiders advising them, but the 'meaning' of such advice is dependent on the way in which the school wishes to use or understand the advice. Externally imposed initiatives, from the National Curriculum down, are in general either successful because the school has taken ownership of them, has made them their own, *or* have been re-cast in a way recognisable to schools but not to outsiders. Student teachers can be particularly interesting and useful new insiders, with access to much 'outsider' information and experience, such as other schools, other jobs, tutors, and books. They are expected to be active workers within the school and active researchers. The school can make them their own, without denying the fact that they are on university courses, by using them as 'consultants'. This, I would suggest, is a key to the art of 'partnership' in teacher training. In partnership schemes, there are

[112] In response to preliminary findings from the present research, Stern 1995a does include sections on management and leadership (e.g. Stern 1995a: 91-95, 123).

opportunities for students to be 'whole' people, linking their two main institutional memberships by using their school-based insights in university, and their university insights in school. Students can be given a better, less alienating or ambiguous, training, and schools can gain that rarest of things, useful advice. That is, students can be genuine, engaged, members of the schools, without rejecting universities[113].

That the students gained an understanding of their schools so quickly, also supports the idea that they might be used as 'consultants'. The possibility of making explicit this view of students would of course require research to be sufficiently school based to be meaningful to schools, and sufficiently 'free' or flexible to allow it to provide a significant original insight into the working of the school. Yet these conditions have been met, in my experience, by the majority of PGCE courses. Treating students as consultants, in this model, might also make good use of students' previous experience – in particular, their previous work experience – which they themselves (in Stage Three of the present research) indicate is an important contribution to their development in school.

Other implications of the work on student teachers are those related to the nature of the university and school. However, it should be noted that the 'idea of the university' was not systematically researched here, and that the presence of community characteristics of schools was positively researched, but the absence of such characteristics in universities was only incidentally noted.

School based research and 'school therapy'

Research and therapy

It has been said on several occasions in this thesis that the school based research was not merely finding out about schools: it was an attempt to support the learning of respondents and, especially in Stage Two, the development of a school as a whole. Chapter I, above, describes one of the initial 'puzzles' stimulating the whole project: the significance of listening, and the consequent importance of a 'therapeutic' approach in education. Learning and therapy are

[113] These issues are developed further in Stern 1995b.

here brought together, mediated in particular by methodology. For example, the 'sincerity' in the methodology (described in Chapter III, above) – i.e. putting research in a context in which participants have positive reasons for responding sincerely – connects therapy and methodology. Just as therapy might be said only to work if the participants (especially the 'patient') is wanting to investigate and change, so a piece of school based research might be said only to work (in the sense of being beneficial to the school) if the members of the school want to develop and change or learn. A commitment to learning in school is, one imagines, an easy commitment to get, even if, like a commitment of individuals to self-development or therapy, it is all too rarely elicited. (In this context, it is worth noting Freud's comment that psycho-analysis is 'a kind of *re-education*', Freud 1922: 377.) Rather than rehearsing, again, the methodological arguments of Chapter III and elsewhere, the focus here is therefore on the relationship between research and therapy.

Real and ideal in the individual and the school

One of the central elements in all the Stage One student and teacher questionnaires, and in the Stage Three Tasks A, B and D, was the work on 'real' and 'ideal' in schools. It is worth considering this from a therapeutic perspective. Salmon writes of the responses of recovering alcoholics to an exercise asking them to rank ten photographs, in terms of personal characteristics, including 'their apparent similarity or dissimilarity to themselves as people, as well as to their personal ideal' (Salmon 1980: 3). The responses were not as expected, and they, along with Salmon's interpretation, are worth quoting at length.

> I gradually became preoccupied ... with the way that people seem to define their ideal self. Early on in the research, I noticed something rather odd about the choices people made for this judgment. They nearly always seemed to choose, for the person they would prefer to be, the face which was most like their own. This did not happen when they were choosing the person who seemed closest to how they actually were. Their perceived real self did not generally look like them; their perceived ideal self almost always did. ... [T]his tendency was not confined to alcoholics ... My test results suggested that when people make comparisons between themselves and others, they tend to distance themselves from that part of their experience which is directional, striving, evaluative. At least, they distance themselves from it to the extent that the perceived ideal self is usually very different from the perceived actual self. But paradoxically they also express the closest possible identity with it by

> clothing it in the nearest approximation to their own physical image, that is by choosing the face most like their own. One feature of this situation is that others would more easily recognize a person in his/her ideal self aspects than as his/her 'real' self; and yet, probably it is the other way round for the person himself/herself. ... As I thought about it, I realized that my own experience of myself was very much like that. The person who was really me lived in constant awareness of another sort of person, who was always there with me, but was not me. That person continually made comments on me and my life, often being critical and sometimes inspiring. In this inner relationship, however, I was always subservient. The peculiar findings I had noticed in my research enabled me, for the first time in my life, to question this situation. I began to see that my values, my moral strictures, my hopes for myself, were every bit as much me as – the rest of me. ... The same must be true of the way other people experienced me; the person they knew encompassed the ideal self who to me had been a kind of separate person living with me. This realization was very liberating. It became possible to feel a personal ownership of things that had always seemed outside and beyond me. (Salmon 1980: 3-4.)

Rather than treating perceptions of the 'real' self, or the 'real' school, as a guide to the present self, and the 'ideal' self or school as a guide to a possible future, one might instead see the 'real' and 'ideal' as both referring to the whole self or school. It then becomes 'liberating' for an individual to become more aware of their 'ideal' self as a genuine part of themselves rather than an external and either implicitly or explicitly critical element. Might it not be similarly liberating for members of a school community, and perhaps the school as a whole, to become more aware of the 'ideal' as an element of the school itself? Research that elicited responses to the 'ideal' version of a current school, in other words, might, surprisingly, generate information about the school as it currently is, and might, helpfully, make the participants feel more 'liberated' and able to bring these ideal elements to the fore.

Research and school learning

An 'ideal' self (or school) being 'immanent' in the current self (or school), makes a connection to the view of learning used throughout this project. Vygotsky's notion of learning and concept development, as described in work on the ZPD, is seen by some writers, perhaps, as a simple target-setting exercise, with the ZPD as a straightforward description of the 'next steps'. However, writers such as Lave and Wenger interpret Vygotsky as contributing to a theory of learning based on the nature of the person as a social being, and a theory of human nature based

on learning. As people learn, they may become more 'independent' (in the description of Lave and Wenger) or more 'real' (in the description of Macmurray), with this independence or reality being socially defined and not a matter of separation from the community or society in which they live. As was said in Chapter II, above, such an interpretation 'emphasizes the inherently socially negotiated character of meaning and the interested, concerned character of the thought and actions of persons-in-activity' (Lave and Wenger in Daniels 1996: 145). Hence,

> One way to think of learning is as the historical production, transformation, and change of persons. Or to put it the other way around, in a thoroughly historical theory of social practice, and historicizing of the production of persons should lead to a focus on processes of learning. (Lave and Wenger in Daniels 1996: 145-6.)

So,

> participation in social practice – subjective as well as objective – suggests a very explicit focus on the person, but as person-in-the-world, as members of a sociocultural community. (Lave and Wenger in Daniels 1996: 146.)

This idea, that 'learning involves the construction of identities' (Lave and Wenger in Daniels 1996: 147), has implications for the construction of community identities as much as for the identities of individual people. It is possible 'to think of sustained learning as embodying, albeit in transformed ways, the structural characteristics of communities of practice' (Daniels 1996: 148). Learning by individuals and communities, incorporating both the 'real' and the 'ideal', in the theories of Salmon or Vygotsky (as interpreted by Lave and Wenger), is a matter of 'becoming'. However, neither of these approaches, as described here, makes a special case for schools as learning communities. It is my contention that a Macmurrian interpretation of schools, as communities in which 'we are teaching *people*' (Macmurray 1968: 5), differentiates schools from other social organisations (even those, like universities, with educational functions), and justifies a distinctive approach to the purpose of school based education and, by extension, school based research.

Consultancy and therapy

School based research as a kind of 'school therapy' is not a new idea, and aspects of this approach have appeared in works on general organisations theory (with a review of some such work in Chapter 7 of Morgan 1986), and in works on school improvement. MacBeath, for example, writes of the 'therapeutic' value of the consultant as 'critical friend'. It is worth giving some space to his views on therapy, for both positive and negative reasons. MacBeath is helpful in illuminating the rôle of the consultant, yet he makes no claim for school based consultancy or 'therapy' that could not equally be made for consultancy based in other organisations.

> The critical friend is a powerful idea ... Friends bring a high degree of unconditional positive regard ... Critics are, at first sight at least, conditional, negative and intolerant of failure. Perhaps the critical friend comes closest to what might be regarded as the 'true friendship' – a successful marrying of unconditional support and unconditional critique. (MacBeath in Stoll and Myers 1998: 118.)

The similarity to counselling is indicated by parallels that

> have been drawn between the process of client-centred counselling and the work of the critical friend (for example, Cockman, Evans and Reynolds, 1994). ... Client-centred counsellors believe, for example, that self-knowledge is better than self-deception, self-direction is better than direction by others, acceptance is preferable to denial, and adaptability is preferable to intransigence. The purpose of counselling is to help the client to move towards some preconceived notion of the 'healthy' or 'self-actualizing' individual. The same is true, in organizational terms, of the critical friend's role.
>
> As critical friends we brought our own vision of the healthy or self-actualizing school. We had ideas about what a 'good', 'effective' or 'improving' school might look like, a body of values, a 'theory' of change, some practical experience of how it worked in other schools and principles which we believed would in some ways be transferable. It was of utmost importance to us to move away from 'the effective school' and the 'best practice' template, but however flexible and fluid our own model of 'improvement', it inevitably contained a number of articles of faith about the process and outcome, for example:
>
> * *the reflective practitioner* – it is good for teachers to think critically about their own practice as a basis for improving it;
> * *sharing good practice* – it is good to share ideas, to observe, critique and learn from one another;

* *ownership* – people are more likely to believe in and to follow procedures if they feel they have had a part in shaping them;
* *emphasizing the positive* – reward and encouragement work better than criticism and blame; and
* *the power of the self-fulfilling prophecy* – thoughts are things. What you believe influences your own and others' behaviour.

(MacBeath in Stoll and Myers 1998: 124.)

Each of these 'articles of faith' could be applied to many organisations. Indeed, the first, the idea of the 'reflective practitioner', was itself popularised by Schön in his work centred on the medical, rather than teaching, profession (Schön 1983). This is the helpful rôle of MacBeath's ideas for consultancy in general. However, the idea of a school as a Macmurrian community, whose purpose is to make people 'more real', makes the meaning of 'school therapy' quite different to that of 'organisational therapy' implied by MacBeath and many management theorists. It is this second approach to school therapy, as distinctively like individual or family therapy, that I would commend, on the basis of the current research.

School, family, therapy and alienation

This model of school based research, where the school is considered as a Macmurrian community, implies that therapy is not merely analogous to educational research or consultancy, but that it is essentially the same. It is surely no coincidence that educational psychologists such as Frederickson use 'soft systems methodology' that had already been developed in the context of family therapy (in Jones and Frederickson 1990: 138, and see also Mingers 1995: Chapter 10), and that Macmurray saw the school, distinctively, as an extension of the family. However, the idea of school therapy should not be thought to be a response to the high levels of stress in the teaching profession, despite evidence that teaching is 'the fourth most stressful job (after prison officers, police and social workers), out of 104 occupations studied' (Stern 1999a: 29, referring to research by Cooper). It is, rather, that the school based work of teachers and pupils, is a kind of 'becoming' that would suit 'therapy' in the same way as the life of an individual person might suit therapy. School based work might also be illuminated by the model provided by the Jungian analyst James Hillman. He views work as instinctive and part of the id not the superego:

> We need to talk of the work instinct, not the work ethic, and instead of putting work with the superego we need to imagine it as an id activity, like a fermentation, something going on instinctively, autonomously, like beer works, like bread works. (Hillman 1990: 171.)

Within schools, at least, this idea of a 'work instinct' might be relevant. That is, in a Macmurrian community, where there is no external aim, it might be possible to view work as a form of 'becoming'. The absence of an external aim means that the work is of and for itself, and not open to being 'alienated' from the worker. Further work on the nature of alienation and school based work is suggested here, following the link made in Chapter II, above, between Macmurray, Durkheim and social exclusion, and the problem identified by Salmon of the 'anonymity and alienation' characteristic of the life of pupils in some schools (Salmon 1998: 32)[114]. However, consideration of the issues is not continued here, as it would require extending the research well beyond its current range.

Implications

Any implications of the findings throughout this research are likely to be significant for the process of research itself. What the findings in the present section are stressing, though, are issues arising from the *peculiar* nature of schools as learning communities, and research as a form of learning. There are, therefore, implications for the way school based research might be carried out if, in particular, it is to contribute to the development of the school and its members. If research is indeed to contribute to the development of the school and its members, then some principles that might be followed include the involvement of people in a context that encourages sincere responses, and a research technique that investigates both 'real' and 'ideal' versions of people and the school. The research tools used in the present project, such as the questionnaires used in Stage One and Two and the ad hoc exercises used in Stage Three, are examples of methods that, if used in appropriate contexts, could contribute to successful school based research. However, no claim is being made that these tools are uniquely suited to such research.

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[114] See also Wehlage et al 1989: 47 on 'school membership for at-risk students', and Bryk and Driscoll 1998 *passim*, on the consequences for teachers of the school being a community.

There might still be worthwhile school based research that did not follow the principles described here. However, they would, I believe, be less likely to fulfil the aim of the research in itself being a contribution to the development of the schools or individual members. Seeing teaching as a research-led profession, as described by David Hargreaves (TTA Annual Lecture, 1996, as described for example in Jackson 1999), seems a valuable contribution to the development of the teaching profession, but to be most effective, it should take account of – indeed, exploit – the peculiar nature of the profession of school teaching in contrast to, say, the medical profession.

Implications of school based research as 'school therapy' also include those relating to the implementation of policy originating outside schools. As has been said at various points in the thesis, external agents working in schools, for example as consultants, need to be acutely aware of their position in schools, that is, 'have a sense of the immense complexities and staggering ambiguities of life on the inside and of how all outside interventions of policy, curriculum, and method are transformed by inside culture' (MacDonald 1989: 207). Sensitive writing on such outsider work has been completed by MacDonald, by MacBeath (quoted above), and also by Biott (e.g. in Biott and Storey 1986, and Biott 1991). However, the distinction should once again be made between those consultancy and research activities that might aim to exploit the 'community' nature of schools, and the whole group of research that, sensitive as it might be, had no such aim.

Reconsidering the aims of the research

The aims of the research, set out in the first chapter, were suggested as a moving 'towards a way of understanding school organisation, school development, and learning'. They were:

* To develop and pilot techniques for *discovering* the views of members of the school community, as ways of exploring the nature of an individual school organisation and exploring school and individual development.

* To investigate the *use* of the views of members of a school community, to

contribute to the development of schools and individuals.

The first, 'discovery' aim seems to have been met, to the extent that a wide range of views was elicited which helped illuminate theories of schooling and learning. Limitations of the techniques included difficulties in arranging a large number of interviews (in Stage One), the absence of staff questionnaires in Stage Two, and the small number of participants in Stage Three. Indeed, the small number of participants in the whole of the research, with detailed work completed in only three schools eliciting responses from fewer than 300 people, might be thought to reduce the impact of the whole body of research. Yet the researcher was not simply aware of, but in a sense positively celebrated, the situation's 'stubborn particulars' (as in the title of Cherry 1995). If the techniques used in this research can illuminate theories, then they have value in those contexts however 'particular' those contexts are. To use, once more, the therapeutic analogy, one might judge the value of therapy in terms of a single case, or a small number of cases (as was done by Freud, for example), and the significance of the therapeutic 'techniques' might be a function of the strength of the theories underlying them as well as the progress of the therapy.

Amongst the most valuable of the 'discovery' techniques, were the setting of research in contexts encouraging 'sincerity', and the use of 'real-ideal' questions – originally taken from Dalin and Rust 1983, but theorised in a distinct way, and used quite differently in Stage Three. That the research techniques were used as integral parts of a particular school development initiative (in Stage Two), and were, more generally, all integral parts of the learning or development of individuals (teachers, students and pupils) and schools, brings us on to the second aim. That second aim, to investigate the use of the views of members of the school community, was also subject to a number of limitations, yet it appeared to be met to the extent that the views were in practice used by the participants. For example, the 'consultancy' consequent on the Stage One research indicated a 'usefulness' of the views, although on at least one occasion, the views seemed to have been used in a distorted way as evidence of the destructive effects of a long-gone industrial dispute[115]. Similarly, the use made by Battle Bridge of the research in Stage Two was integral to the school's

development of a classroom code.

There is a sense in which these achievements are rather modest. However, to quote a biography of John Dewey,

> Moderation is hard to defend with the vividness that comes easily to the expounders of immoderate visions. Plato the extremist is read with more pleasure than the cautious Aristotle. (Ryan 1995: 33.)

In a world of quick fixes and simplistic theories, I would be happy being associated with the cautious Aristotle, the moderate Dewey, or the quiet Macmurray, and I would be more than happy if the research were declared a moderate success. For myself, as a result of my engagement with these schools, I do indeed seem to be, in Macmurray's phrase, 'a little more real'.

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[115] This was described in Chapter III, above, in the section on Stage One contexts.

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Research tools and data

'patience, conquerable by nothing'
(Benjamin 1999: 950)

The following appendices contain the questionnaires and interview schedule, data from responses to these tools, and some numerical analysis of these data.

Pseudonyms of schools and of people in them are used throughout, including in the written responses to questionnaires and in the interview transcriptions. On some occasions, when there is no need to identify the person or school, instead of a pseudonym, the name is replaced by '[name of student]' or '[name of school]', and so on.

Only a single version of a questionnaire is given, where that questionnaire was adapted for use in different schools, or for different groups, with only the name of the school or the title or date changed.

The formatting of the questionnaires in these appendices is broadly the same as the formatting of the ones used in the project, although the fonts and spacings have been slightly adjusted.

In response data, the wording of each questionnaire item is generally shortened for convenience, with the full wording given in the questionnaires themselves (i.e. Appendices 1-7). Consistent lettering of the categories (i.e. (A) = school, (B) = managers, (C) = teachers, (D) = pupils) has been added where appropriate, although the ordering of the categories on the actual questionnaires has been maintained.

In the responses themselves, where two different numbers have been given in response to a single question, the average (mean) response is given here.

For prose responses, the spellings and capitalisation have been retained as far as possible. Crossed-out words have not been included. The use of inverted commas, for quotations within quotations, has been largely standardised in the body of the thesis, so that single inverted commas are used for the 'outer' quotation, and double inverted commas are used for the 'inner' quotation.

The transcription conventions used for interviews have been described in the interview schedule, i.e. Appendix 6.

There is an enormous quantity of data included in these Appendices. It is hoped that this will enable readers of the body of the thesis to follow-up and check out themes and ideas that are expressed there. Reading the Appendices complete would, however, require a patience, conquerable by nothing, that perhaps could only be achieved by an 'archivist-scholar' in the style of Walter Benjamin – quoted in the heading to this section.

Appendix 1: Questionnaire for Student Teachers – September 1993 – After Preliminary School Experience*

Survey of Student Teacher Preliminary School Experience

Your Name: Name/Location of PSE school:

You have spent two weeks observing and working in a Primary School. The Institute guidelines on what and how to observe were, I hope, useful. I will be taking in your diaries, notes, analyses, and any other information you collected about the school you worked with. However, I would also like you to fill in this survey. The survey has (at least) three purposes:

(i) It should give you a useful over-view of your PSE school

(ii) It should help prepare you for the sort of qualities you may look for in your TP school

(iii) It should be a useful guide to one possible method of research which you may use later in the year

Analysis of the priorities of your PSE school

Indicate: (a) the priorities evident in your PSE school ('Real'),
and (b) what you think the school's priorities could best be ('Ideal').

1	2	3	4	5
low		medium		high

	Real	Ideal
(1) The school has good working conditions for teachers, other staff, and pupils		
(2) The school changes to adapt to changing circumstances		
(3) The school emphasises high academic standards at every opportunity		
(4) The school emphasises an ethos or sense of community at every opportunity		
(5) The school's staff are trying to care for the pupils		
(6) The school's staff are trying to care for each other		
(7) Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school		

Put one number in each of the boxes above

Pupils in the PSE school

How do you think pupils think and behave? Once more, answer once for the current situation ('Real') and once for the ideal situation ('Ideal')

Pupils in my PSE school:

1	2	3	4	5
never	seldom	some-times	often	always

	Real	Ideal
(1) Try to be academically successful, given the opportunity		
(2) Feel as though they belong to a community, as members of the school		
(3) Think that the school staff really care for them		
(4) Support each other as much as they can		
(5) Avoid work when at all possible		
(6) Are able to express their own views/opinions openly		
(7) See how important school is		

Put one number in each of the boxes above

Please write here (and over the page) any other information you think might be relevant

Thanks for filling in the survey. The information will not be sent to the PSE school, and I won't use your name, without further permission, in any follow-up. However, unless you write on the survey that you wish it to remain confidential, I assume you don't mind me using the results as part of my Institute work.

L J Stern – September 1993

* Responses in Appendix 9; analysis in Appendix 10.

Appendix 2: Questionnaire for Student Teachers – October 1993 – After Trail*

Initial Survey of Teaching Practice School

Your Name: _____ Name/Location of TP school: _____

You have spent some time in your TP school. Could you fill in this survey, as part of your "Day in the Life" task?

It is important (for me, at least!) that you fill this in before you start your TP.

Analysis of the priorities of your TP school

Indicate: (a) the priorities evident in your PSE school ('Real'),
and (b) what you think the school's priorities could best be ('Ideal').

1	2	3	4	5
low		medium		high

	Real	Ideal
(1) The school has good working conditions for teachers, other staff, and pupils		
(2) The school changes to adapt to changing circumstances		
(3) The school emphasises high academic standards at every opportunity		
(4) The school emphasises an ethos or sense of community at every opportunity		
(5) The school's staff are trying to care for the pupils		
(6) The school's staff are trying to care for each other		
(7) Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school		

Put one number in each of the boxes above

Pupils in the TP school

How do you think pupils think and behave? Once more, answer once for the current situation ('Real') and once for the ideal situation ('Ideal')

Pupils in my PSE school:

1	2	3	4	5
never	seldom	some-times	often	always

	Real	Ideal
(1) Try to be academically successful, given the opportunity		
(2) Feel as though they belong to a community, as members of the school		
(3) Think that the school staff really care for them		
(4) Support each other as much as they can		
(5) Avoid work when at all possible		
(6) Are able to express their own views/opinions openly		
(7) See how important school is		

Put one number in each of the boxes above

Please Turn Over

Goals in your teaching

* Responses in Appendix 11; analysis in Appendix 12.

How important are these goals in your teaching? Again, answer once for the current situation ('Real') and once for what you would like to have as your goals ('Ideal')

1	2	3	4	5
Not important				Very important

I aim to help my pupils:

	Real	Ideal
(1) To develop as integrated, balanced people, well adapted to their circumstances		
(2) To appreciate all the work and care provided by the school staff		
(3) To gain technical-vocational skills and qualifications		
(4) To understand ideas, concepts and theories		
(5) To develop as useful and helpful members of society		
(6) To develop the ability for creative work, and a sense of aesthetic qualities		
(7) To develop as independent, critical, and tolerant people		
(8) To learn how to learn and adapt more in the future		

Put one number in each of the boxes above

Please write here (and on extra paper) any other information you think might be relevant

Thanks. Your comments will not be sent to the TP school, and I won't use your name, without further permission, in any follow-up.
However, unless you write that you wish it to remain confidential, I assume you don't mind me using the results as part of my work.

L J Stern – October 1993

Appendix 3: Questionnaire for Student Teachers – November 1993*

Surveys to be filled in by Student Teachers – November 1993

(A) Analysis of the priorities of your school

Indicate: (a) the priorities evident in your school ('Real'),
And (b) what you think the school's priorities could best be ('Ideal').

1	2	3	4	5
low		Medium		high

	Real	Ideal
(1) The school has good working conditions for teachers, other staff, and pupils		
(2) The school changes to adapt to changing circumstances		
(3) The school emphasises high academic standards at every opportunity		
(4) The school emphasises an ethos or sense of community at every opportunity		
(5) The school's staff are trying to care for the pupils		
(6) The school's staff are trying to care for each other		
(7) Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school		

(D) Pupils in the school

How do you think pupils think and behave? Once more, answer once for the current situation ('Real') and once for the ideal situation ('Ideal')

Pupils in my school:

1	2	3	4	5
never	seldom	some-times	often	always

	Real	Ideal
(1) Try to be academically successful, given the opportunity		
(2) Feel as though they belong to a community, as members of the school		
(3) Think that the school staff really care for them		
(4) Support each other as much as they can		
(5) Avoid work when at all possible		
(6) Are able to express their own views/opinions openly		
(7) See how important school is		

* Responses in Appendix 13; analysis in Appendix 14.

(C) Goals in your teaching

How important are these goals in your teaching? Again, answer once for the current situation ('Real') and once for what you would like to have as your goals ('Ideal')

1	2	3	4	5
Not important				Very important

I aim to help my pupils:

	Real	Ideal
(1) To develop as integrated, balanced people, well adapted to their circumstances		
(2) To appreciate all the work and care provided by the school staff		
(3) To gain technical-vocational skills and qualifications		
(4) To understand ideas, concepts and theories		
(5) To develop as useful and helpful members of society		
(6) To develop the ability for creative work, and a sense of aesthetic qualities		
(7) To develop as independent, critical, and tolerant people		
(8) To learn how to learn and adapt more in the future		

Please write here (and on extra paper) any other information you think might be relevant

Thanks. Your comments will not be sent to the TP school, and I won't use your name, without further permission, in any follow-up.
However, unless you write that you wish it to remain confidential, I assume you don't mind me using the results as part of my work.

L J Stern – November 1993

Appendix 4: Questionnaire for Student Teachers and Teachers – February-April 1994*

(questionnaires based on this format, adjusted to suit the name of the school and the status of the respondent as teacher or student teacher, as appropriate)

Survey of Roundabout School Managers, Teachers and Student Teachers

I am doing a survey of Roundabout School, as part of my research into how people in schools support each other.
If you could complete and return the survey I would be very grateful.
I have asked you to put your name on the survey in order to make the analysis more effective. However, the surveys are strictly confidential, and when the results are written-up, the answers of individuals will not be identifiable.

Julian Stern – Institute of Education – April 1994

Your Name: _____

(A) Analysis of Roundabout's priorities

I am looking at several schools, to see what people involved in them think about how they work. I'm certainly not trying to find 'faults' in schools, and, equally certainly, I'm not testing people's knowledge of the school's development plan! Could you answer these questions as best you can?

Indicate: (a) the priorities evident in Roundabout ('Real'),
and (b) what you think Roundabout's priorities could best be ('Ideal').

1	2	3	4	5
low		medium		high

	Real	Ideal
(1) Roundabout has good working conditions for teachers, other staff, and pupils		
(2) Roundabout changes to adapt to changing circumstances		
(3) Roundabout emphasises high academic standards at every opportunity		
(4) Roundabout emphasises an ethos or sense of community at every opportunity		
(5) Roundabout's staff are trying to care for the pupils		
(6) Roundabout's staff are trying to care for each other		
(7) Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school		

(B) Analysis of management rôles in Roundabout

These are questions about managers at all levels in the school. Could you answer for managers in general. Again, answer once for what you think happens in the school now ('Real'), and once for how you think it could best be ('Ideal')

Most people in management positions that I interact with in my school:

1	2	3	4	5
never	seldom	some-times	often	always

	Real	Ideal
(1) Make me feel that my work is important		
(2) Act as if they are superior to people below them in the hierarchy		
(3) Are really interested in my welfare		
(4) Create a sense of community in working with others		
(5) Make good use of all the skills available to them		
(6) Effectively communicate relevant information about outside agencies, including governments and other schools.		

Please turn over

* Responses in Appendices 15, 17, and 18; analysis in Appendices 16 and 19.

(C) Goals in your teaching

In your work with pupils, as a subject teacher, tutor, or in other rôles, you are likely to have many priorities. This section is intended to work out which goals are more or less important to you. If you have very different goals to the ones listed here, there is space to mention them at the end of the survey.

How important are these goals in your teaching?
Again, answer once for the current situation ('Real') and once for what you would like to have as your goals ('Ideal')

1	2	3	4	5
not important				very important

I aim to help my pupils:

	Real	Ideal
(1) To develop as integrated, balanced people, well adapted to their circumstances		
(2) To appreciate all the work and care provided by the school staff		
(3) To gain technical-vocational skills and qualifications		
(4) To understand ideas, concepts and theories		
(5) To develop as useful and helpful members of society		
(6) To develop the ability for creative work, and a sense of aesthetic qualities		
(7) To develop as independent, critical, and tolerant people		
(8) To learn how to learn and adapt more in the future		

(D) Pupils in Roundabout

Finally, a section about Roundabout's pupils. I know – they are all different! Nevertheless, could you answer these questions? How do you think pupils think and behave? Once more, answer once for the current situation ('Real') and once for the ideal situation ('Ideal').

Pupils in Roundabout:

1	2	3	4	5
never	seldom	some-times	often	always

	Real	Ideal
(1) Try to be academically successful, given the opportunity		
(2) Feel as though they belong to a community, as pupils of Roundabout		
(3) Think that the school staff really care for them		
(4) Support each other as much as they can		
(5) Avoid work when at all possible		
(6) Are able to express their own views/opinions openly		
(7) See how important school is		

Please write here (and on extra paper) any other information you think might be relevant:

Please delete as applicable: I would/would not be interested in taking part in a follow-up interview.

Thanks for taking part in this survey. I hope the results will be useful to the future development of the school.

Julian Stern

Appendix 5: Questionnaire for Pupils in Hardcastle and Roundabout – March-April 1994*

(questionnaires adjusted to suit the school, as appropriate)

Survey of Hardcastle School Pupils

I am doing a survey of Hardcastle School, to see what pupils and teachers think of them.
I would be very grateful if you could fill this survey in.
I have asked you to put your name on the survey, but the surveys are strictly confidential.
No other teachers will see the results.

L J Stern – Institute of Education – March 1994

Your Name: Male or Female: Tutor Group:

(A) What is Hardcastle like as a school?

How much do you agree or disagree with each of these sentences? Circle one number for each sentence.

	I agree		Neither		I disagree
Hardcastle has good working conditions.	1	2	3	4	5
Hardcastle changes when it needs to.	1	2	3	4	5
Hardcastle is always trying to get better exam results.	1	2	3	4	5
Hardcastle is like one big happy family.	1	2	3	4	5
Hardcastle's teachers really care about the pupils	1	2	3	4	5
Hardcastle's teachers always look after each other.	1	2	3	4	5
Everyone works for themselves, not for the whole school.	1	2	3	4	5

(B) What are the teachers and lessons like?

How much do you agree or disagree with each of these sentences?

In most lessons, teachers help me ...	I agree		Neither		I disagree
To be more mature and contented.	1	2	3	4	5
To appreciate all the work the teachers do.	1	2	3	4	5
To get the skills and qualifications I will need for work.	1	2	3	4	5
To understand ideas, concepts and theories	1	2	3	4	5
To be a helpful member of society.	1	2	3	4	5
To be creative.	1	2	3	4	5
To have my own ideas, but also be tolerant of the ideas of others.	1	2	3	4	5
To learn how to learn and adapt more in the future	1	2	3	4	5

Please turn over

* Responses in Appendix 21; analysis in Appendix 22.

(C) What are the people like who run Hardcastle?

How much do you agree or disagree with these sentences?

The Head, Deputy Heads, and the others who run the school ...	I agree		Neither		I disagree
Make me feel that what I do is important.	1	2	3	4	5
Act as if they are superior to me.	1	2	3	4	5
Are really interested in how I well I am doing.	1	2	3	4	5
Make me feel a part of the whole school.	1	2	3	4	5
Get everyone involved in helping the school work well.	1	2	3	4	5
Tell us about what the school and other schools are doing.	1	2	3	4	5

(D) What are pupils in Hardcastle like?

How much do you agree or disagree with each of these sentences?

Pupils in Hardcastle ...	I agree		Neither		I disagree
Try hard to get good marks and exam results.	1	2	3	4	5
Feel as though they belong to Hardcastle.	1	2	3	4	5
Think that the teachers really care for them.	1	2	3	4	5
Help other pupils as much as they can.	1	2	3	4	5
Avoid work whenever they can.	1	2	3	4	5
Express their own views and opinions openly.	1	2	3	4	5
Know how important school is.	1	2	3	4	5

(E) What changes would improve the school?

You have written about what Hardcastle is like now, but what would you like Hardcastle to be like?

Write here the changes you would most like to see in Hardcastle:

_____

_____

_____

_____

Thanks for taking part in this survey. The results should help the school get even better. **L J Stern**

Appendix 6: Interview Schedule for Interviews with Teachers – March-April 1994*

The interviews started with requests to elaborate on responses to the questionnaire, asking initially about why they numbered the relevant questions as they did, and why, in particular, there was the gap (or lack of it) between real and ideal. The second part of the interviews would go on to investigate the meaning of the 'extra' comments on the survey (if given). The third section would be about the school hierarchy. Questions were asked about the person immediately above and below the respondent in the school hierarchy, and about the respondent her/himself.

The interviews, in this form, were not designed to bring out a great deal of information about peer support – i.e. 'horizontal' rather than 'vertical' support structures. And they did not always stick precisely to my own guidelines, as I was following up information as I received it during the interview. All four interviewees commented, incidentally, on how helpful it had been to them to be interviewed, and this in itself suggests an advantage of the flexible, open, approach to questioning.

In the transcriptions, no punctuation is used, except capital letters for proper names and for some of the starts of contributions which are clearly not continuations of the previous contribution. Hesitations are indicated with one, two or three stops, with even longer pauses indicated by an estimated length. Emphasis is added by italics, but generally only when the meaning is affected by the emphasis. Added information is in square brackets [ ]. Gaps in the transcription (for interviews 2, 3 and 4) is indicated by [...]. Pseudonyms used in the rest of the project are maintained in the transcriptions – that is, original names are not transcribed but replaced by pseudonyms.

* Responses in Appendix 20.

Appendix 7: Questionnaire for Pupils in Battle Bridge – November 1994-January 1995*

Survey of Battle Bridge School

I am doing a survey of Battle Bridge School, to see what pupils and teachers think of them.
I would be very grateful if you could fill this survey in.
I have asked you to put your name on the survey, but the surveys are strictly confidential.
No other teachers will see the results.

L J Stern – January 1995

Your Name: Male or Female: Tutor Group:

(A) What is Battle Bridge like as a school?

How much do you agree or disagree with each of these sentences? Circle one number for each sentence.

	I agree		Neither		I disagree
Battle Bridge has good working conditions.	1	2	3	4	5
Battle Bridge changes when it needs to.	1	2	3	4	5
Battle Bridge is always trying to get better exam results.	1	2	3	4	5
Battle Bridge is like one big happy family.	1	2	3	4	5
Battle Bridge's teachers really care about the pupils	1	2	3	4	5
Battle Bridge's teachers always look after each other.	1	2	3	4	5
Everyone works for themselves, not for the whole school.	1	2	3	4	5

(B) What are the teachers and lessons like?

How much do you agree or disagree with each of these sentences?

In most lessons, teachers help me ...	I agree		Neither		I disagree
To be more mature and contented.	1	2	3	4	5
To appreciate all the work the teachers do.	1	2	3	4	5
To get the skills and qualifications I will need for work.	1	2	3	4	5
To understand ideas, concepts and theories	1	2	3	4	5
To be a helpful member of society.	1	2	3	4	5
To be creative.	1	2	3	4	5
To have my own ideas, but also be tolerant of the ideas of others.	1	2	3	4	5
To learn how to learn and adapt more in the future	1	2	3	4	5

Please go to next page

* Responses in Appendix 23; analysis in Appendix 24.

(C) What are the people like who run Battle Bridge?

How much do you agree or disagree with these sentences?

The Head, Deputy Heads, and the others who run the school ...	I agree		Neither		I disagree
Make me feel that what I do is important.	1	2	3	4	5
Act as if they are superior to me.	1	2	3	4	5
Are really interested in how I well I am doing.	1	2	3	4	5
Make me feel a part of the whole school.	1	2	3	4	5
Get everyone involved in helping the school work well.	1	2	3	4	5
Tell us about what the school and other schools are doing.	1	2	3	4	5

(D) What are pupils in Battle Bridge like?

How much do you agree or disagree with each of these sentences?

Pupils in Battle Bridge ...	I agree		Neither		I disagree
Try hard to get good marks and exam results.	1	2	3	4	5
Feel as though they belong to Battle Bridge.	1	2	3	4	5
Think that the teachers really care for them.	1	2	3	4	5
Help other pupils as much as they can.	1	2	3	4	5
Avoid work whenever they can.	1	2	3	4	5
Express their own views and opinions openly.	1	2	3	4	5
Know how important school is.	1	2	3	4	5

(E) What changes would improve the school?

You have written about what Battle Bridge is like now, but what would you like Battle Bridge to be like?

Write here the changes you would most like to see in Battle Bridge:

Please go to next page

(F) The Classroom Code

How much do you agree or disagree with each of these sentences?

	I agree		Neither		I disagree
Monitoring the Code helped me think about the Code.	1	2	3	4	5
The Code helps me learn more effectively.	1	2	3	4	5
The Code helps teachers teach more effectively.	1	2	3	4	5
The Code helps pupils get on better with each other.	1	2	3	4	5
The Code helps the pupils and the teacher get on better.	1	2	3	4	5
I would like to carry on monitoring the Code.	1	2	3	4	5

These are the most important parts of the Classroom Code:

_____

_____

_____

_____

This is what should happen to the class that best follows the Code:

_____

_____

_____

_____

This is how classes should be helped to improve:

_____

_____

_____

_____

_____

Thanks for taking part in this survey. The results should help the school get even better. **L J Stern**

Appendix 8: Battle Bridge School – Classroom Code and Classroom Code Monitoring Sheet – Autumn 1994 – Spring 1995

Classroom Code 1994

Pupils & Teachers

Have high expectations
Value each others' languages
Arrive at lessons on time
Treat each other with respect
Keep classrooms safe, calm places for working
Keep good order & set high standards of behaviour
Listen to others' views

Teachers	Pupils
Involve all pupils in lessons	Finish homework on time
Be aware of pupils' needs	Ask for help
Set tasks clearly	Take responsibility for own behaviour
Value all pupils' contributions	Pay attention to instructions
Prepare a variety of tasks to suit everyone	Be well prepared for lessons
Praise efforts & achievements	Do not name-call or cuss

Statements developed by teachers and pupils, from which the Classroom Code statements were chosen

Staff at Battle Bridge spent some time discussing possible elements to go in the Code. This is a complete list of the statements they came up with.

What pupils should be able to expect of teachers	What teachers should be able to expect of pupils
Not shout	Attend school regularly
Promote equality in classrooms	Arrive at school and at lessons on time
Keep order – good atmosphere	Come with appropriate equipment
Be friendly but maintain control of class	Come with a positive attitude to learning
Be on time	Show respect for teachers
Be consistent	Show respect for other pupils & treat everyone fairly
Deal fairly with all students	Inform teachers when someone else is unsafe
Be prepared for the lesson	Complete homework on time
Not ignore questions	Look after work & keep clean and tidy
Have clear beginnings & endings of lessons	Use language which is appropriate to school (no swearing or name calling)
Explain where the lesson is going	Contribute to class discussion
Review where the lesson has been	Listen to the views of others
Set clear deadlines & keep to them	Accept differences and other people's views
Ensure pupils are given appropriate work that they can do	Bring no distracting things like personal stereo sets into lessons
Have adequate knowledge	Wear appropriate clothes – no outdoor clothes in lessons
Have good interpersonal skills	Meet coursework targets and deadlines
Be able to engender enthusiasm for subject and learning	Work co-operatively
Do marking	Share responsibility for security and the school environment
Value pupils' contributions	Accept teachers' seating arrangements
Push toward higher expectation of outcomes	Treat each other and teachers with courtesy
Set appropriate work	Take off hats and coats
Provide necessary materials	Not eat or chew in class
Deal with problems in a fair & just manner	Not shout out

Issue appropriate homework and return it promptly	Complete all work set
Change activities frequently to avoid boredom	Take responsibility for behaviour
Give pupils time to talk	Be prepared to sit in mixed groups
Attend regularly to avoid cover lessons	Have the confidence to ask for help
Group pupils to maximise work and minimise misbehaviour	To use litter bins
Treat pupils equally	Not to bring offensive weapons into school
Provide a safe place to learn	To be patient
Know pupils' names	To have a positive attitude to learning
Make good links with pupils' homes	To work cooperatively
Praise pupils when they deserve it	Share responsibility for school environment
Respect pupils' fashion? [sic] sense	Put hands up to ask questions
Be aware of pupils' needs	Understand that swearing and cussing is not acceptable in classrooms
Vary teaching styles	Treat teachers with equity
Treat all pupils with respect	Be prepared to work in a variety of structures
Give good feedback	Wear appropriate clothes
Understand referral systems	
Be courteous	
Have high expectations of pupils	
Protect pupils from aggressive behaviour	
Provide help when needed	
Listen to pupils	
Discuss progress regularly	
Reinforce good behaviour	
Have clear expectations	
Involve all students in lessons	
Listen to grievances	
Be approachable	
Promote a good working environment	
Set a good standard of behaviour	

After further discussions, pupils were asked to prioritise the following statements, and also to revise the statements or add new ones, as appropriate. Here are the statements and the 'votes' given them by pupils, with one 'vote' representing a whole class. The final Code is the result of the process involving both staff and pupils.

Statement	Appropriate for		
	pupils	teachers	pupils and teachers
Ask for help	7	0	0
Be positive	1	0	2
Complete tasks	0	0	0
Take part in discussions	0	0	0
Discuss progress regularly	0	1	0
Be aware of all pupils' needs	0	9	0
Value all pupils' contributions	0	6	0
Involve all pupils in lessons	0	8	0
Praise efforts and achievements	0	6	0
Be enthusiastic	1	0	1
Set high standards	0	2	0
Have high expectations	2	3	2
Be well prepared for lessons	8	0	0
Provide clear aims	0	3	0
Organise group work to help learning	0	0	0
Provide a variety of tasks to suit everyone	0	6	0
Be cooperative	2	0	2
Don't cuss or name call	5	0	1
Listen to others' views	0	2	6
Be patient	0	0	0
Don't shout at others	2	0	1
Sit where asked	1	0	0
Be consistent	0	0	0
Be fair	0	1	3
Be courteous	0	0	0
Easy to approach	0	2	2
Know people's names	0	0	1
Treat girls and boys equally	0	6	6
Keep good order and set high standards	3	2	3

of behaviour			
Keep classrooms safe and calm places for working	0	3	3
Take responsibility for own behaviour	9	0	0
Contribute to lessons	0	0	0
Put litter in the bins provided	2	0	1
Don't drink, eat of chew gum in class	2	0	1
Keep classroom well organised	0	1	1
Display pupils' work regularly	0	1	0
Keep on task	2	0	0
Value each other's languages	2	0	6
Sit where asked	1	0	0
Treat each other with respect	4	0	10
Provide help when appropriate	0	3	0
Be aware of all pupils' needs	0	9	0
Pay attention to instructions	13	0	0

Classroom Code Monitoring Sheet and Results of Monitoring

Battle Bridge School – Classroom Code 1994		
Pupils and Teachers	**Tick once for each violation of the Code**	**Total***
Have high expectations		0
Value each others' languages		0
Arrive at lessons on time		76
Treat each other with respect		23
Keep classrooms safe, calm places for working		4
Keep good order & set high standards of behaviour		20
Listen to others' views		7

Teachers	**Tick once for each violation of the Code**	**Total**
Involve all pupils in lessons		2
Be aware of pupils' needs		4
Set tasks clearly		0
Value all pupils' contributions		0
Prepare a variety of tasks to suit everyone		0
Praise efforts & achievements		1

Pupils	**Tick once for each violation of the Code**	**Total**
Finish homework on time		46
Ask for help		1
Take responsibility for own behaviour		29
Pay attention to instructions		42
Be well prepared for lessons		11
Do not name-call or cuss		55

Total Code violations for the whole day:	

* One of these sheets would be filled in by a class for a single day. However, the figures included in this column represent the whole period of monitoring by several classes over a number of days.

Appendix 9: Responses to Questionnaire for Student Teachers – September 1993 – After Preliminary School Experience

On individual responses, the student teachers in this and subsequent appendices are identified by the number on the questionnaire. Identified by numbers, below, they also have the school experience school mentioned, although not their primary school experience school (relevant only to this first set of results).

1: Tate; 2: Hardcastle (left course in Autumn Term); 3: Roundabout; 4: Hardcastle; 5: Tate; 6: Tate; 7: Tate; 8: Addams; 9: Addams; 10: Roundabout; 11: Hardcastle; 12: Hardcastle; 13: Hardcastle; 14: Tate; 15: Hardcastle; 16: Roundabout; 17: Tate; 18: Addams.

(A) 'Real' scores for Student Teachers

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	4	4	3	4	3	4	4	3	5	3	4	4	4	5	5	3	2	3
Adapts to changing circumstances	3	4	3	3	3	3	4	5	3	4	2	4	3	4	4	4	4	4
High academic standards	2	3	4	4	5	3	3	3	5	2	3	2	3	3	3	2	3	2
Ethos or sense of community	4	4	5	3	5	5	4	4	4	4	3	3	5	4	4	2	4	3
Staff are trying to care for the pupils	4	4	4	3	5	3	5	3	4	4	4	5	3	5	4	5	4	2
Staff are trying to care for each other	4	3	3	3	4	3	4	4	4	4	3	3	3	5	4	1	3	2
Individual more than collective goals	3	3	2	3	2	3	4	2	4	2	4	3	2	4	5	3	2	2

'Ideal' scores for Student Teachers

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	3	5	5
Adapts to changing circumstances	4	5	3	4	4	3	5	5	4	4	3	4	4	5	5	3	4	4
High academic standards	4	4	4	5	4	5	3	4	5	3.5	4	3	4	3	3	5	5	3
Ethos or sense of community	5	5	5	5	4	5	4	5	5	4	5	3	5	4	4	5	4	5
Staff are trying to care for the pupils	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	3	5	5
Staff are trying to care for each other	5	5	4	5	4	5	3	4	4	5	5	4	3	5	4	5	5	5
Individual more than collective goals	3	3	3	2	3	3	3.5	2	5	3	3	2	1	5	4	3	3	4

(D) 'Real' scores for Student Teachers

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	3	3	4	3	4	3	3	4	4	3	3	2	3	4	4	3	3	4
Belong to a community	5	3	5	3	3	5	5	4	4	4	4	4	5	5	4	2	4	3
Think staff care for them	4	3	4	3	4	3	5	3	5	4	3	5	3	4	3	3	4	2
Support each other	4	3	4	3	3	3	4	3	4	3	3	3	3	3	3	2	3	3
Avoid work	3	2	3	4	3	4	3	4	3	3	4	3	2	2	2	4	4	4
Express own views/opinions	5	3	4	3	2	3	4	4	4	4	4	5	4	4	4	2	4	4
See school as	3	3	5	3	3	3	3	3	4	3	2	2	4	3	3	2	4	3

important

	'Ideal' scores for Student Teachers																	
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	4	4	4	4	4	5	4	5	5	5	5	3	4	5	5	4	5	4
Belong to a community	5	4	5	5	4	5	5	4	4	5	5	3	5	5	4	4	4	4
Think staff care for them	5	4	5	5	5	5	5	4	5	5	5	5	4	5	3	5	5	4
Support each other	5	4	4	5	5	5	4.5	5	5	5	4	5	4	5	4	3	4	4
Avoid work	1	1	2	2	1	1	2	2	5	1	2	1	1	1	1	2	2	1
Express own views/opinions	5	4	5	4	4	5	5	5	4	5	4	5	5	5	4	5	5	5
See school as important	5	4	5	5	4	5	4	4	4	5	4	4	5	5	4	5	5	5

Additional Comments & Information

This includes written responses to the request for 'any other information'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

1: "I feel the pupils at the above school cared about the overall tidiness of the grounds and school – they were shown how right from the reception class. Also supported staff with theft, vandalism and bullying.

3: "The school is a church school, and so kept within the Catholic ethos."

5: "It's very hard to generalise in this way across all pupils. I have mixed feelings about the aims to be academically successful in terms of what is deemed successful, I would want to avoid making a child who works to their full potential – but can only get Es – feel a failure."

6: "Large ethnic mix, Therefore the school is very aware of its multi culural feature."

7: "Some problems arose because of a split site, Years 5 and 6 were housed in a falling down partacabin across the road from the rest of the school where the dining hall, assembly hall, office and various other facilities were located. I felt that the standard of commitment by the teachers was incredibly high, certainly to the point where it was detramental to their personal lives and possibly offering so much commitment to individuals that the school as a whole might have suffered in terms of administration etc. I would have no hesitation in recommending this school to any parent, which is I think the highest complement I could give it."

8: "if this survey had repurcussions in the school then I would find it impossible to answer. I have had to draw too many generalities about a positive + exciting school where the staff do their best with resources, time etc available. The school has a nice atmosphere from my point of view. Although I pointed out that the children dont think the teachers care for them a great deal I did notice how much they infact trusted the staff with their problems and were able to be affectionate and form good relations especially out of the classroom. Their links with the community are strong and there is a strong sense of family within the school as so many large families of children + relatives pass through it's years."

10: "To answer these questions for "the school" and for "the pupils" is very difficult. Although the school did have priorities as a whole, it is difficult to apply them to this situation as the teaching staff did vary in eg caring for the pupils. For "the pupils" side of the questions, this is even more difficult because of the extremely wide range of abilities and attitudes to school – this could explain the high number of 3s in the grading."

11: "A real worry was that some children were not concerned at their poor reading, writing and arithmatics skills. Perhaps this is allied to individual assesment – a quiet word with teacher – rather than tests per class. It seemed to me that a child who was slow at reading would be regarded in the same way as a child who had brown rather than black hair: not as a child who needed to work hard to catch up and who would have extra help to do so. There was a vast range of ability in most classes especially higher up the school and while it is

commendable that there is no stigma attached to lack of ability or attainment no Dunce's cap, a certain amount of competition of keeping up with one's peers is also healthy, but was often absent in the classes I observed."

13: "It was quite an interesting experience, I felt that my knowledge of what teaching is really all about has increased. I think I probably disadvantaged myself in going to a first school, but in the end there had to be just as much preparation and organisation. I did feel that I would be quite happy to stick with secondary teaching rather than primary, because there was not that much hard geography taught + that is why I want to be a teacher."

14: "The main limitations on the school were to do with finnance – shortages in resources and even staff (resulting in overworking). However the school had a wonderfull sense of community and good academic standards."

16: "I found enormous variety in different classes with different teachers. Some teachers were inspiring, well loved, well motivated. Other classes were shocking in every way. I was shocked at the lack of discipline and really quite frightened. The school was also going through a very bad time. The headmaster had been suspended at half term last term. Relationships amongst the staff were extremely bad, with a lot of tensions and undercurrents. Teachers were also under a lot of pressure because school had failed HMI."

17: "It was difficult to comment on some of these areas because 4 of the 6 full time members of staff were sick at the time I visited school. This obviously affected the overall 'feeling' of the school."

18: "RE no. (6) they were able to express their views openly but they were rarely directed at the work or had arisen from work. If they had arisen from work they were often putting it down."

Appendix 10: Analysis of Responses to Questionnaire for Student Teachers – September 1993 – After Preliminary School Experience

All figures to two decimal places (as recommended in Agresti & Finlay 1997: 162 & *passim*).

(A) Ideal minus real		Average (mean) real	Average (mean) ideal
1.00	Good working conditions	3.72	4.72
0.50	Adapts to changing circumstances	3.56	4.06
0.92	High academic standards	3.06	3.97
0.67	Ethos or sense of community	3.89	4.56
0.83	Staff are trying to care for the pupils	3.94	4.78
1.11	Staff are trying to care for each other	3.33	4.44
0.14	Individual more than collective goals	2.94	3.08

(D)		Average (mean) real	Average (mean) ideal
1.06	Try for academic success	3.33	4.39
0.44	Belong to a community	4.00	4.44
1.06	Think staff care for them	3.61	4.67
1.31	Support each other	3.17	4.47
1.56	Avoid work	3.17	1.61
0.94	Express own views/opinions	3.72	4.67
1.44	See school as important	3.11	4.56

Appendix 11: Responses to Questionnaire for Student Teachers – October 1993 – After Trail

(A)

Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	4	4	3	4	3	4	4	3	5	3	4	4	4	5	5	3	2	3
Adapts to changing circumstances	3	4	3	3	3	3	4	5	3	4	2	4	3	4	4	4	4	4
High academic standards	2	3	4	4	5	3	3	3	5	2	3	2	3	3	3	2	3	2
Ethos or sense of community	4	4	5	3	5	5	4	4	4	4	3	3	5	4	4	2	4	3
Staff are trying to care for the pupils	4	4	4	3	5	3	5	3	4	4	4	5	3	5	4	5	4	2
Staff are trying to care for each other	4	3	3	3	4	3	4	4	4	4	3	3	3	5	4	1	3	2
Individual more than collective goals	3	3	2	3	2	3	4	2	4	2	4	3	2	4	5	3	2	2

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	3	5	5
Adapts to changing circumstances	4	5	3	4	4	3	5	5	4	4	3	4	4	5	5	3	4	4
High academic standards	4	4	4	5	4	5	3	4	5	4	4	3	4	3	3	5	5	3
Ethos or sense of community	5	5	5	5	4	5	4	5	5	4	5	3	5	4	4	5	4	5
Staff are trying to care for the pupils	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	3	5	5
Staff are trying to care for each other	5	5	4	5	4	5	3	4	4	5	5	4	3	5	4	5	5	5
Individual more than collective goals	3	3	3	2	3	3	3.5	2	5	3	3	2	1	5	4	3	3	4

(D)

Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	3	3	4	3	4	3	3	4	4	3	3	2	3	4	4	3	3	4
Belong to a community	5	3	5	3	3	5	5	4	4	4	4	4	5	5	4	2	4	3
Think staff care for them	4	3	4	3	4	3	5	3	5	4	3	5	3	4	3	3	4	2
Support each other	4	3	4	3	3	3	4	3	4	3	3	3	3	3	3	2	3	3
Avoid work	3	2	3	4	3	4	3	4	3	3	4	3	2	2	2	4	4	4
Express own views/opinions	5	3	4	3	2	3	4	4	4	4	4	5	4	4	4	2	4	4
See school as important	3	3	5	3	3	3	3	3	4	3	2	2	4	3	3	2	4	3

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	4	4	4	4	4	5	4	5	5	5	5	3	4	5	5	4	5	4
Belong to a community	5	4	5	5	4	5	5	4	4	5	5	3	5	5	4	4	4	4
Think staff care for them	5	4	5	5	5	5	5	4	5	5	5	5	4	5	3	5	5	4
Support each other	5	4	4	5	5	5	4.5	5	5	5	4	5	4	5	4	3	4	4
Avoid work	1	1	2	2	1	1	2	2	5	1	2	1	1	1	1	2	2	1
Express own views/opinions	5	4	5	4	4	5	5	5	4	5	4	5	5	5	4	5	5	5
See school as important	5	4	5	5	4	5	4	4	4	5	4	4	5	5	4	5	5	5

Appendix 12: Analysis of Responses to Questionnaire for Student Teachers – October 1993 – After Trail

(A)

'Ideal' minus 'Real'		Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.00	Good working conditions	3.72	0.83	4	4.72	0.57	5
0.50	Adapts to changing circumstances	3.56	0.70	4	4.06	0.73	4
0.91	High academic standards	3.06	0.94	3	3.97	0.78	4
0.69	Ethos or sense of community	3.89	0.83	4	4.56	0.62	5
0.84	Staff are trying to care for the pupils	3.94	0.87	4	4.78	0.55	5
1.11	Staff are trying to care for each other	3.33	0.91	3	4.44	0.70	5
0.14	Individual more than collective goals	2.94	0.93	2	3.08	1.00	3

(D)		Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.06	Try for academic success	3.33	0.59	3	4.39	0.61	4
0.44	Belong to a community	4.00	0.91	4	4.44	0.62	5
1.06	Think staff care for them	3.61	0.85	3	4.67	0.59	5
1.30	Support each other	3.17	0.51	3	4.47	0.61	5
- 1.55	Avoid work	3.17	0.79	3	1.61	0.98	1
0.95	Express own views/opinions	3.72	0.83	4	4.67	0.49	5
1.45	See school as important	3.11	0.76	3	4.56	0.51	5

Appendix 13: Responses to Questionnaire for Student Teachers – November 1993

(A) 'Real' scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	3	3	3	3	3	3	4	2	3	4	3	3	4	4	3	4	4	4
Adapts to changing circumstances	3	3	3	4	4	3	4	3	3	3	3	2	4	4	2	3	2	4
High academic standards	3	3	5	3	3	1	3	4	3	4	2	4	4	3	3	5	3	2
Ethos or sense of community	2	3	4	3	4	5	4	3	5	5	2	5	5	5	2	3	5	4
Staff are trying to care for the pupils	4	4	4	4	5	3	4	4	4	5	3	4	5	4	2	4	3	4
Staff are trying to care for each other	4	4	2	4	4	2	4	2	5	3	4	3	4	3	4	1	3	4
Individual more than collective goals	3	3	3	4	2	2	3	3	2	3	3	2	2	4	3	4	2	3

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	5	5	5	4	5	5	4	5	5	5	5	4	4	5	5	5	5	5
Adapts to changing circumstances	4	5	5	5	4	3	4	5	4	4	4	4	5	5	4	5	4	5
High academic standards	4	4	4	5	4	5	3	4	5	4	4	5	5	3	4	5	4	3
Ethos or sense of community	4	4	4	4	4	5	4	4	5	5	4	5	5	5	4	5	5	5
Staff are trying to care for the pupils	5	5	5	5	5	3	5	5	5	5	4	5	5	5	3	4	5	5
Staff are trying to care for each other	5	5	5	5	5	3	4	4	5	5	5	4	5	5	5	4	4	4
Individual more than collective goals	2	3	3	2	3	3	3	2	3	3	3	3	4	4	4	3	2	3

(D) Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	2	3	3	3	3	4	2	4	3	3	2	3	3	3	3	3	3	3
Belong to a community	4	3	4	3	3	4	3	2	3	4	3	3	4	4	2	3	4	3
Think staff care for them	3	3	3	3	3	2	2	2	2	4	2	2	4	4	1	4	3	3
Support each other	3	3	2	3	3	4	2	3	2	3	2	2	2	4	2	3	3	4
Avoid work	3	3	3	4	3	4	4	4	4	2	4	4	3	3	4	3	3	3
Express own views/opinions	3	4	3	4	3	4	4	2	5	3	4	4	5	4	4	4	4	4
See school as important	4	3	3	3	3	3	3	2	2	4	2	3	5	3	2	3	4	3

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	4	4	4	5	4	5	4	4	5	4	5	5	4	5	5	4	5	5
Belong to a community	5	4	4	5	5	5	4	5	5	4	4	4	5	5	4	4	5	5
Think staff care for them	5	4	4	5	5	4	4	4	4	4	5	4	5	5	3	4	5	5
Support each other	5	4	4	4	5	4	3	4	4	4	5	3	4	5	4	3	4	5
Avoid work	1	2	3	2	1	2	2	2	2	1	1	1	4	1	1	2	1	1
Express own views/opinions	4	4	4	5	4	4	4	5	5	4	4	5	5	5	3	5	5	5

	See school as important	5	4	4	5	3.5	5	4	4	5	4	4	5	5	5	4	3	3	5
(C)		Reality scores for Student Teachers, numbered 1 to 18																	
	.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
	Integrate	3	3	4	2	5	4	3	4	5	4	3	2	4	4	3	3	5	5
	Appreciate	3	3	2	4	3	3	4	3	5	3	3	2	4	3	4	3	4	2
	Gain Skills	3	3	3	2	4	3	3	2	4	4	3	3	3	4	5	2	4	1
	Ideas	3	3	4	4	4	4	3	3	4	4	4	3	4	4	4	5	4	5
	Useful & Helpful	3	3	4	3	4	4	4	4	4	4	3	3	3	4	3	3	4	5
	Creative	3	3	4	3	4	5	3	3	4	4	4	3	4	3	4	3	4	4
	Independent & Tolerant	3	3	4	3	5	3	4	3	4	4	4	3	3	4	4	3	5	5
	Learn & Adapt	3	3	3	2	5	3	3	3	5	4	4	2	3	3	4	2	4	5
		Ideal scores for Student Teachers, numbered 1 to 18																	
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
	Integrate	5	4	5	4	5	5	4	5	5	5	5	4	5	5	4	5	5	5
	Appreciate	4	4	4	5	3	5	5	3	5	4	4	4	4	5	4	2	5	2
	Gain Skills	4	4	5	5	5	3	4	3	5	5	4	5	4	5	5	4	4	1
	Ideas	4	4	5	5	4	4	4	5	5	5	5	4	5	5	5	4	4	5
	Useful & Helpful	4	4	5	5	5	5	5	5	4	5	5	4	4	5	3	5	5	5
	Creative	5	4	5	4	4	5	3	5	4	4	4	5	5	4	5	3	4	4
	Independent & Tolerant	4	4	5	4	5	5	5	5	4	5	5	5	4	5	4	5	5	5
	Learn & Adapt	5	4	5	4	5	4	4	5	5	5	5	4	4	3	5	5	4	5

Additional Comments & Information

This includes written responses to the request for 'any other information'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

1. Tate
"1. To develop their historical and critical studies in sculpture, pointing, design and architecture.
2. To get them to enjoy the subject – I want them to look forward to the next lesson.
3. To respect their environment and equipment.
4. To take pride in the presentation of their classroom and work."

4. Hardcastle
"- to accept themselves as who they are and not to degrade and look down on themselves. (encounter many students who said that they are stupid, brainless, or they are black etc....)
-to respect each others (heads, teachers, friends, family and anyone)"

5. Tate
"My goals teaching now, as far as I can imagine, are the same as they might be – what I think will be changing will be the methods I use to try + achieve them and how close I feel I can get to them (more 'independence' gives space to shape your teaching to your ideals.) I do feel a bit compromised because some of the teachers I have observed have a very different style from the one I'd like to have.

6. Tate
"One of the most important factors that arose during my day of 'shadowing', was that pupils need to be constantly motivated, in order for them to achieve their best. They also need a figure of authority whom they respect, otherwise they'll not work."

9. Addams
"Remembering to fill in all the required forms – late, behaviour etc. Also the approach to the pupils must be done so with great care as their attitude can vary from day to day. The staff in the science department are very supportive – also some members of staff."

10. Roundabout
"At the moment, my priorities are more to do with teaching the pupils in my subject. I would like to hope that as I became more involved with the school and the pupils, my goals will alter slightly – the academic goals will not decline in importance but I feel I will be in a better position to promote valuable qualities in themselves as people."

11. Hardcastle
" 'Real' goals are conditioned by the sort of boys I am teaching.
Of course one would like them to become discerning, skilled and well balanced people, but a more immediate goal is to get them to do some work + learn in the classroom."

14. Tate

"The school is set in a difficult area + there are most definitely some difficult teachers, however the general atmosphere is one of tremendous support and encouragement, esp. the science dep. staff – inc. technicians."

15. Hardcastle
"The staff at Hardcastle, have been very supportive as to giving advice on dealing with a very 'excitable' school of boys. The teaching practice will be 'easier' by having other members of PGCE in the school – it makes simple things, for example, going to the staff room, so much easier; by having this sort of back up will be one thing less to think about. I would have liked more notice from the college, that my TP school was a boys school or be given more of an idea of what I would encounter from a group of 15yr olds."

18. Addams
"-To adapt to changing circumstances is important in the fact of keeping up to date with the children's needs + perspectives, but this can be taken too far if causes constant inconsistantcy + disruption.
- I don't consider technical-vocational skills to be an integral part of RE, although hopefully benefit them personally in a way that would make them more appealing to employers."

Appendix 14: Analysis of Responses to Questionnaire for Student Teachers – November 1993

(A)

Ideal minus real		Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.45	Good working conditions	3.33	0.59	3	4.78	0.43	5
1.22	Adapts to changing circumstances	3.17	0.71	3	4.39	0.61	4
0.95	High academic standards	3.22	1.00	3	4.17	0.71	4
0.67	Ethos or sense of community	3.83	1.15	5	4.50	0.51	4
0.78	Staff are trying to care for the pupils	3.89	0.76	4	4.67	0.69	5
1.23	Staff are trying to care for each other	3.33	1.03	4	4.56	0.62	5
0.09	Individual more than collective goals	2.83	0.71	3	2.94	0.64	3

(D)		Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.56	Try for academic success	2.94	0.54	3	4.50	0.51	4
1.28	Belong to a community	3.28	0.67	3	4.56	0.51	5
1.61	Think staff care for them	2.78	0.88	3	4.39	0.61	4
1.33	Support each other	2.78	0.73	3	4.11	0.68	4
- 1.72	Avoid work	3.39	0.61	3	1.67	0.84	1
0.66	Express own views/opinions	3.78	0.73	4	4.44	0.62	5
1.25	See school as important	3.06	0.80	3	4.31	0.71	5

(C)		Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.05	Integrate	3.67	0.97	3	4.72	0.46	5
0.78	Appreciate	3.22	0.81	3	4.00	0.97	4
1.06	Gain Skills	3.11	0.96	3	4.17	1.04	5
0.73	Ideas	3.83	0.62	4	4.56	0.51	5
1.00	Useful & Helpful	3.61	0.61	4	4.61	0.61	5
0.67	Creative	3.61	0.61	4	4.28	0.67	4
0.95	Independent & Tolerant	3.72	0.75	3	4.67	0.49	5
1.11	Learn & Adapt	3.39	0.98	3	4.50	0.62	5

Appendix 15: Responses to Questionnaire for Student Teachers – March-April 1994

(A) Reality scores for Student Teachers, numbered 1 to 18

	1	*[2]**	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	4		4	2	3	4	4	1	3	4	2	3	3	4	3	4	3	4
Adapts to changing circumstances	3		3	3	4	3	2	2	3	3	2	2	2	3	2	2	2	3
High academic standards	3		5	4	3	3	3	3	3	5	2	3	3	3	4	5	4	2
Ethos or sense of community	3		5	4	4	4	5	3	3	5	1	2	3	5	2	5	3	3
Staff are trying to care for the pupils	4		5	4	4	3	4	3	4	4	3	2	4	4	4	4	4	4
Staff are trying to care for each other	3		1	4	3	4	4	2	4	2	3	3	5	4	5	1	4	3
Individual more than collective goals	3		3	3	4	3	4	4	3	3	4	2	3	3	5	2	3	4

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Good working conditions	5		5	4	4	5	4	3	4	5	4	4	4	5	5	4	5	5
Adapts to changing circumstances	4		3	4	4	5	3	4	5	5	4	4	3	5	5	5	5	5
High academic standards	5		4	5	5	5	3	4	4	4	3	5	5	4	5	5	4	4
Ethos or sense of community	4		5	5	5	5	4	5	5	4	5	4	4	5	4	5	4	5
Staff are trying to care for the pupils	5		4	5	5	5	5	4	5	5	5	5	4	5	4	5	5	5
Staff are trying to care for each other	4		4	5	5	5	4	4	5	5	5	4	5	5	4	5	4	5
Individual more than collective goals	4		3	2	5	3	3	3	4	2	2	3	3	3	5	2	3	4

(B) Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6**	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
My work important	3		3	4	4	3	4	2	2	3	4	4	5	4	2	3	3	3
Act superior	2		5	2	3	3.5	3	4	2	3	3	3	2	3	3	5	3	3
My welfare	3		1	4	2	3	4	3	2	2	3	3	4	4	3	3	2	3
Community	3		2	4	3	2	3	2	3	3	2	4	3	3	4	2	2	3
Use skills	3		3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4
Communicate	3		1	3	4	2.5	2	3	2	2	2	4	3	3	5	2	1	3

Ideal scores for teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
My work important	4		4	5	5	5	5	5	5	5	4	5	5	5	4	4	5	5
Act superior	1		2	1	2	1	1	1	4	1	2	1	1	3	3	1	1	3
My welfare	4		3	5	4	5	4	4	4	4	4	4	5	5	4	5	4	5
Community	4		4	5	4	5	4	5	4	4	4	4	4	5	4	5	5	5
Use skills	4		3	5	5	5	4	4	5	4	5	5	4	5	5	5	5	5

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* Student had left the course, so no response given.

* Two scores given, for the head of department (who was the mentor), and for the Link Teacher. The mean is given here.

Communicate	4		3	5	4	5	3	4	4	4	4	4	4	5	4	4	4	5

(C) Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Integrate	4		3	2	5	5	3	3	3	4	4	3	4	4	4	3	3	5
Appreciate	4		3	4	2	5	4	3	3	4	3	3	3	3	3	3	3	4
Gain Skills	3		4	3	3	5	3	3	4	4	4	3	3	5	5	1	3	1
Ideas	4		3	3	4	3	3	2	4	4	4	4	4	5	5	5	4	5
Useful & Helpful	3		4	2	2	5	4	3	4	4	3	2	3	4	5	3	3	5
Creative	4		4	4	5	5	3	2	3	3	5	3	3	3	5	3	4	5
Independent & Tolerant	3		5	3	4	5	4	3	4	4	4	4	3	5	5	4	4	5
Learn & Adapt	3		4	3	4	5	3	4	3	4	5	4	4	4	5	2	3	5

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Integrate	5		4	4	5	5	4	5	5	5	5	5	5	5	4	5	5	5
Appreciate	5		3	5	5	5	4	4	5	4	4	4	5	5	5	1	5	5
Gain Skills	4		4	5	5	5	4	4	5	4	5	5	4	5	5	3	5	5
Ideas	5		4	5	5	3	4	5	5	4	4	5	5	5	5	5	5	5
Useful & Helpful	5		5	4	5	5	5	5	5	4	4	3	5	5	5	5	4	5
Creative	5		4	5	5	5	3	5	5	4	5	5	4	5	5	2	5	5
Independent & Tolerant	4		5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5
Learn & Adapt	4		4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5

(D) Reality scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	2		3	3	3	3	2	4	2	4	3	2	3	4	3	3	3	3
Belong to a community	3		3	3	3	5	3	3	2	4	3	3	3	5	2	4	3	4
Think staff care for them	3		3	3	2	2	3	2	2	3	2	3	3	4	2	3	2	3
Support each other	2.5		3	3	2	4	2	4	2	3	2	2	2	3	2	3	3	3
Avoid work	4		3	4	3	3	4	4	5	2	4	3	2	3	3	3	4	4
Express own views/opinions	2		3	4	3	3	5	3	4	3	4	4	4	4	4	4	4	4
See school as important	2		3	3	3	2	2	3	3	3	2	4	3	4	2	3	4	3

Ideal scores for Student Teachers, numbered 1 to 18

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Try for academic success	4		4	5	4	5	3	4	5	4	5	5	5	5	5	4	5	5
Belong to a community	5		4	5	5	5	4	4	5	4	4	5	4	5	4	4	5	5
Think staff care for them	4		4	5	4	4	4	4	5	4	5	5	5	5	4	5	4	5
Support each other	4		4	4	5	5	4	5	5	4	4	4	4	5	4	4	5	5
Avoid work	2		3	2	2	1	2	2	2	1	1	1	1	1	3	3	1	1
Express own views/opinions	4		4	3	4	5	4	4	4	4	5	4	4	5	4	4	5	5
See school as important	4		4	5	5	5	3	4	5	5	5	5	4	5	5	5	5	5

Additional Comments & Information

This includes written responses to the request for 'any other information'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

3: "Division within the school between the S.M.T & heads of Department. Many teachers felt that there was a lack of communication between S.M.T and other teachers.

4: "In my TP school, my head of dept. has been very very helpful, and caring, making sure that everything is going well and that I am 'looked after' with ideas etc. ..."

5: "Senior management: varied, by the book + patronising, vs. inovative, interested in individuals."

6: "Classroom management was always a problem – every class had 2 or 3 disruptive pupils. Every class had mixed abilities. However: A very enjoyable & satisfying experience. Obvious camaraderie amongst staff however some senior management were pompous & patronising clearly causing a rift ('us and them' situation)"

7: "Often obvious conflict between senior management and other staff. Big differences between some very caring members of staff and some who did not appear to be concerned with the welfare of the pupils at all."

8: "I found that the management at Addams patronised and put the staff down. There was a sense of dispondency and ineffectuality where staff were expected to attend regular (oppressive) meetings where their opinions were only paid lip service, with the management line always taking precedence. There was a lack of real debate that the school pretended to propose. I felt that pupils were aware and exacerbated this feeling in the school – with their attitude to their education and school. (I have many more comments if you want me to bore you?)

9: "The department was very supportive, however senior management had little time, and only towards the end became familiar with us. Link tutor supportive & the meetings he set up was useful. Had a chance to be involved with PSE & Extra curriculum activities.

10: "The SMT seemed to be very separate – not interfering too much with the running of departments. Yet there was alot of resentment amongst other staff towards them."

11: "I have had limited experience of management because of the site of the Art Dept. But in general the HoD was very supportive of me but critical of school management. The daily staff meetings gave a poor impression of the Head's management skills."

12: "Few, if any of the question, tackle the issue of teacher self-peraphell. [unclear]"

13: "The pupils tended to have varying opinions on their respective teachers. The form tutor tended to be well liked in the early years + this was reflected in the lessons where the class was far more relaxed. The pupils felt they could go to their tutor with any educational or personal problems. In the higher years the percieved role of the tutor changed and probably the motivation that they offered was not always appreciated or even recognised."

14: "I think reading through + answering q's on such criteria as above benifits me in a way that it makes me think about issues I otherwise may have overlooked."

15: "Heads of Dept. and teachers more supportive and ready to share experiences, more so than Head/Deputies. Little time for students – but a very supportive team of staff generally."

17: "I am finding it rather difficult to condense rather complicated & varied situations into numbers on such a scale as this! Aren't ideals always going to be high by definition?"

Appendix 16: Analysis of Responses to Questionnaire for Student Teachers – March-April 1994

Ideal minus real	(A)	Average (mean) Real	Standard Deviation of Real	Modal Real	Average (mean) Ideal	Standard Deviation Ideal	Modal Ideal
1.17	Good working conditions	3.24	0.90	4	4.41	0.62	5
1.70	Adapts to changing circumstances	2.59	0.69	3	4.29	0.77	5
0.94	High academic standards	3.41	0.94	3	4.35	0.70	5
1.06	Ethos or sense of community	3.53	1.23	3	4.59	0.51	5
1.00	Staff are trying to care for the pupils	3.76	0.66	4	4.76	0.44	5
1.35	Staff are trying to care for each other	3.24	1.20	4	4.59	0.51	5
0.09	Individual more than collective goals	3.29	0.77	3	3.18	0.95	3
	(B)	**Average (mean) Real**	**Standard Deviation of Real**	**Modal Real**	**Average (mean) Ideal**	**Standard Deviation Ideal**	**Modal Ideal**
1.42	My work important	3.29	0.85	3	4.71	0.47	5
- 1.38	Act superior	3.09	0.91	3	1.71	0.99	1
1.41	My welfare	2.88	0.86	3	4.29	0.59	4
1.59	Community	2.82	0.73	3	4.41	0.51	4
1.41	Use skills	3.18	0.39	3	4.59	0.62	5
1.44	Communicate	2.68	1.04	3	4.12	0.60	4
	(C)	**Average (mean) Real**	**Standard Deviation of Real**	**Modal Real**	**Average (mean) Ideal**	**Standard Deviation Ideal**	**Modal Ideal**
1.11	Integrate	3.65	0.86	3	4.76	0.44	5
1.00	Appreciate	3.35	0.70	3	4.35	1.06	5
1.18	Gain Skills	3.35	1.17	3	4.53	0.62	5
0.77	Ideas	3.88	0.86	4	4.65	0.61	5
1.18	Useful & Helpful	3.47	1.01	3	4.65	0.61	5
0.77	Creative	3.76	0.97	3	4.53	0.87	5
0.76	Independent & Tolerant	4.06	0.75	4	4.82	0.39	5
1.00	Learn & Adapt	3.82	0.88	4	4.82	0.39	5
	(D)	**Average (mean) Real**	**Standard Deviation of Real**	**Modal Real**	**Average (mean) Ideal**	**Standard Deviation Ideal**	**Modal Ideal**
1.59	Try for academic success	2.94	0.66	3	4.53	0.62	5
1.24	Belong to a community	3.29	0.85	3	4.53	0.51	5
1.82	Think staff care for them	2.65	0.61	3	4.47	0.51	4
1.73	Support each other	2.68	0.68	3	4.41	0.51	4
- 1.70	Avoid work	3.41	0.80	4	1.71	0.77	1
0.59	Express own views/opinions	3.65	0.70	4	4.24	0.56	4
1.77	See school as important	2.88	0.70	3	4.65	0.61	5

Appendix 17: Responses to Questionnaire for Hardcastle Teachers – March-April 1994

The teachers are identified by the number on the questionnaire. Numbers 4 to 51 inclusive: Hardcastle (26 responses from 38 staff* = 68%). 11 of these 26 also agreed to be interviewed, i.e. 42% of responding staff. (Total response rate from Hardcastle and Roundabout: 41 responses from 71 staff = 58%, and 16 agreeing to be interviewed = 39% of responding staff.)

(A) Reality scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	* *24*	*11*	*12*	*13*	*25*
Good working conditions	3	1	3	1	2	3	3	3	3	2	1	3	4	1	3	1	1	2	2	1		2	2	3	3	3
Adapts to changing circumstances	4	1	3	4	2	3	1	5	3	3	2	3	3	2	2	1	4	3	3	3		3	2	2	2	2
High academic standards	3	2	2	2	2	3	2	1	2	3	3	3	2	3	2	1	3	3	3			4	2	3	3	4
Ethos or sense of community	3	3	3	3	2	3	2	2	4	1	3	3	3	3	4	5	3	2	2	1		4	1	2	3	2
Staff are trying to care for the pupils	4	4	4	5	4	5	3	5	4	4	3	4	4	3	4	2	4	4	4			4	3	2	4	4
Staff are trying to care for each other	3	4	3	3	2	4	4	3	3	4	2	4	3	2	3	2	5	4	2	1		4	3	3	5	5
Individual more than collective goals		3	3	3	4	3	3	2	2	3	4	3	4	4	2	3	3	3	3	5		3	4	2	3	5

(A) Ideal scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
Good working conditions	5	4	4	5	4	5	4	4	4	5	3	4	5	5	4	4	4	5	5	5		4	4	4	4	5
Adapts to changing circumstances	5	4	4	4	4	5	5	3	4	3	4	5	5	4	2	4	4	5	4	5		4	4	4	3	5
High academic standards	5	3	5	4	4	5	4	5	3	3	4	4	4	3	2	4	4	5	4			5	3	5	5	5
Ethos or sense of community	5	4	3	5	5	5	5	3	4	5	5	5	5	5	4	5	5	5	4	5		5	5	4	4	4
Staff are trying to care for the pupils	5	5	3	5	5	5	5	5	4	4	4	5	5	5	4	5	5	5	4			5	5	5	4	4
Staff are trying to care for each other	5	4	3	5	5	5	5	4	4	3	4	5	5	5	3	5	5	5	5	5		5	5	4	5	4
Individual more than collective goals		2	3	3	5	5	1	4	3	3	3	4	4	3	2	4	3	3	3	1		2	2	3	3	5

(B) Reality scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
My work important	4	3	4	5	3	4	2	3	3		2	2	3	2	4	2	3	3	2	1		4	4	4	5	2
Act superior	2	5	2	2	4	4	3	2	4	1	4	2	3	4	2	4	2	2	3	5		2	3	3	2	3
My welfare	3	2	3	1	2	5	3	2	3	3	3	2	3	2	3	2	4	4	2	1		4	3	3	4	3
Community	3	1	3	1	2	3	2	3	3	3	2	3	3	2	3	3	4	3	3	2		4	2	4	3	4
							1.																			
Use skills	4	4	3	4	3	3	5	4	3	3	3	3	4	2	3	3	4	4	3	1		4	3	3	3	3
Communicate	4	2	3	5	2	3	2	5	2	3	3	2	3	4	4	3	3	4	2	1		3	2	4	3	5

(B) Ideal scores for teachers, numbered as on questionnaire: Hardcastle

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* According to Staff Handbook dated September 1992.

* No numerical answers given in appropriate boxes, but a tick in the 3.5 to 4 region of each 'heading' box, and a brief written explanation of why no more detail was given. The numbers have not been included in the analysis, as their meaning was insufficiently clear. (This was confirmed during the interview – Interview 4 in Appendix 20.)

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
My work important	5	4	5	5	5	5	4	3	4		5	5	5	4	4	5	4	5	4	5		5	4	5	5	4
Act superior	1	1	1	3	1	5	3	2	2	1	1	4	3	1	2	1	2	1	4	3		1	2	1	1	3
My welfare	5	4	4	3	5	5	3	3	4	3	4	4	5	5	4	5	4	4	4	4		5	4	4	5	4
Community	5	5	3	4	5	5	5	4	4	4	5	4	5	5	4	5	5	4	5	5		5	4	4	4	4
Use skills	5	4	4	5	4	5	5	4	4	5	4	5	5	5	5	4	5	4	5	5		5	5	5	4	5
Communicate	5	5	4	5	4	5	5	5	4	5	4	4	5	5	4	4	5	4	5	5		5	4	4	4	4

(C) Reality scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
Integrate	5	4	3	4	4	3	5	3	3	2	3	3	5	5	4	5	4	4	5			2	4	3	4	4
Appreciate	3	1	2	4	4	3	4	3	2	2	3	3	4	5	3	3	3	4	3			4	3	3	3	3
Gain Skills	3	3	2	5	3	2	5	5	2	2	3	4	1	3	3	4	2	4				3	4	3	3	5
Ideas	3	3	5	5	3	3	5	5	3	2	2	4	5	5	3	5	3	4	4			3	4	4	4	5
Useful & Helpful	5	3	4	5	4	5	1	4	4	2	3	4	5	5	3	5	4	4	4			2	3	2	3	5
Creative	3	1	3	5	4	4	5	4	2	2	2	3	5	5	2	3	2	4	3			4	5	3	3	5
Independent & Tolerant	5	3	5	5	4	5	5	3	4	2	3	4	5	5	4	5	3	4	5			3	4	4	3	5
Learn & Adapt	5	2	4	2	4	4	3	4	4	2	4	3	5	5	4	5	2	4	5			3	5	4	4	5

(C) Ideal scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
Integrate	5	4	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5			4	5	5	5	4
Appreciate	5	4	3	4	4	5	4	4	4	5	4	5	5	5	4	4	3	4	4			5	4	4	5	5
Gain Skills	5	5	2	5	5	4	5	5	4	5	4	5	5	5	4	4	4	4				5	5	5	4	5
Ideas	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	4	4			5	4	5	5	5
Useful & Helpful	5	4	5	5	5	5	1	5	5	5	5	5	5	5	4	5	5	4	5			4	4	3	5	5
Creative	5	4	4	4	5	5	5	4	3	5	5	5	5	5	4	3	4	5	4			5	5	5	4	5
Independent & Tolerant	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5			4	5	5	4	5
Learn & Adapt	5	4	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5			5	5	5	5	5

(D) Reality scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*
Try for academic success	4	4	3	3	3	3	4	4	3	4	4	2	3	4	2	2	4	2	3			3	3	2	3	3
Belong to a community	4	2	3	3	3	3	2	3	3	2	3	2	4	3	4	3	3	3	3			3	3	3	3	2
Think staff care for them	3	4	3	4	3	4	3	3	2	3	2	2	3	2	3	3	3	4	5			3	2	3	3	2
Support each other	3	2	2	3	3	2	4	2	2	5	4	2	3	2	3	3	2	3	3			3	2	2	2	2
Avoid work	3	4	3	3	4	4	4	4	3	3	4	5	4	4	4	5	3	4	3			4	4	3	2	3
Express own views/opinions	3	2	4	4	3	2	2	4	3	3	3	4	4	4	4	5	4	3	4			4	4	4	4	4
See school as important	5	2	3	2	3	2	3	3	3	3	3	3	3	3	2	3	3	2	2			3	2	4	3	2

(D) Ideal scores for teachers, numbered as on questionnaire: Hardcastle

	4	*6*	*7*	*8*	*14*	*15*	*16*	*21*	*22*	*26*	*28*	*9*	*18*	*29*	*30*	*35*	*36*	*37*	*46*	*47*	*51*	*24*	*11*	*12*	*13*	*25*

Try for academic success	5	4	5	5	4	5	5	5	4	5	4	5	5	4	4	5	5	4	5		5	5	5	5	5
Belong to a community	5	4	4	5	5	5	5	4	5	5	4	5	5	4	4	4	5	4	5		5	4	5	4	4
Think staff care for them	5	4	4	5	5	5	5	5	4	5	4	5	5	4	4	5	4	4	5		5	5	5	5	4
Support each other	5	4	4	4	5	5	5	5	4	5	5	5	5	5	4	4	5	4	5		4	4	4	4	4
Avoid work	1	2	1	1	1	1	1	1	1	1	2	2	1	1	3	1	2	2	5		2	1	1	1	3
Express own views/opinions	5	4	4	3	4	5	5	4	4	5	4	4	5	4	4	4	4	4	5		3	5	4	4	4
See school as important	5	4	5	5	4	5	5	5	4	5	4	5	5	4	4	5	4	4	5		5	5	5	4	5

Additional Comments & Information

This includes written responses to the request for 'any other information'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

8: "1 Working conditions – Hardcastle should look after its staff & pupils by saying 'no' to many developments and priorities which have originated externally eg LEA, government and prioritise;
2 Senior staff should have a greater teaching allocation to alleviate pressure, reduce class size
3 Current management structure/procedures and support systems are ineffective;
4 A forum for staff meeting would be helpful in uniting staff, sharing concerns and acting corporately."

16: "Because of personal circumstances I gave up a mid. mang. post. Lack of vision & unity in Hardcastle eg. No staff meetings – policies never discussed/agreed with staff as a whole. The lack of sense of ownership permeates down to pupils. Very great feeling of 'don't rock the boat'. Great feeling of powerlessness amongst staff. Great resistance to look at change"

21: "I have used the 'ideal' boxes in a prioritising fashion, but in many cases in [sic] could be '5' all the way down (except for D5!). that explains the use of 3, 4 + 5 in that column. If you truly mean 'ideal' as opposed to a realistic ideal please upgrade the 3s + 4's to 5. [This has not been done, as the respondent's original description of 'ideal' seems closer to that envisaged by the researcher than the 'uncontexted' ideal.]
Sec B Qu 2 + 3: Difficult to answer the 'real', because some people go through the motions of 'caring' yet deep down you know it's a management technique!' [The respondent is a manager.]"

35: "Due to a substantial no. of pupils with social + academic problems it is very difficult to reach high standards or goals due to constant discipline problems and peer group pressure/lack of value attached to school by them."

46: "Difficult to give 'numbers' to concepts/ideas!"

47: "I spend too little time in the classroom to get an adequate feel of the students and their abilities. I have therefore limited my answers to the school's priorities and the school's management.
[In response to the request to be interviewed:] I am a little worried that the management might get to know and take exception."

51: "I am unable to comment. As Head I am unable to give some of the detail you requested."

Appendix 18: Responses to Questionnaire for Roundabout Teachers – March-April 1994

The teachers are identified by the number on the questionnaire. Numbers 56 to 92 inclusive: Roundabout (15 responses from 33 staff* = 45%). 5 of these 15 also agreed to be interviewed, i.e. 33% of responding staff. (Total response rate from Hardcastle and Roundabout: 41 responses from 71 staff = 58%, and 16 agreeing to be interviewed = 39% of responding staff.)

(A) Reality scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Good working conditions	3	4	5	4	4	4	3	3	4	5	4	3	3	3	4
Adapts to changing circumstances	4	3	4	3	4	4	4	4	4		5	5	3		3
High academic standards	4	3	5	4	5	5	4	5	5	3	5	5	4	3	5
Ethos or sense of community	5	4	5	5	5	5	5	5	5	5	4	2	4	2	5
Staff are trying to care for the pupils	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5
Staff are trying to care for each other	4	4	3	4	2	2	5	4	3	2	3	2	3	1	3
Individual more than collective goals	5	4	2	3	3	5	3	5	4	4	4	3	2	5	3

(A) Ideal scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Good working conditions	4	4	5	4	5	5	5	4	5	5	5		5	5	5
Adapts to changing circumstances	5	3	5	4	4	5	5	4	4		5		4		4
High academic standards	5	3	5	5	4	4	3	5	5	5	5		4	5	5
Ethos or sense of community	5	3	5	5		5	5	5	5	5	5		5	5	5
Staff are trying to care for the pupils	5	2	5	5		5	5	5	5	5	5		5	5	5
Staff are trying to care for each other	5	2	5	4	5	5	5	4	5	4	4		5	5	5
Individual more than collective goals	5	5	3	4	4	2	2	5	3	2	4		1	1	3

(B) Reality scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
My work important	3	4	5	3	2	2	5	1	3	2	5	3	3	2	3
Act superior	4	2	1	3	4	4	3	5	4	3	1	4	3	4	2
My welfare	2	4	4	2	4	1	5	2	4	2	4	2	3	1	3
Community	3	4	3	4	4	3	3	3	3	1	4	3	3	2	3
Use skills	4	4	4	3	5	4	4	4	4	3	5	4	4	3	4
Communicate	3	4	4	3	4	5	5	4	5	5	5	4	4	2	3

(B) Ideal scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
My work important	4	5	5	4	4	5	5	3	4	4	5	5	4	5	4
Act superior	2	2	1	2	5	3	1	3	1	1	1	2	1	2	1
My welfare	4	4	5	3	5	3	5	4	4	4	4	5	5	4.5	5

* According to Staff Handbook dated September 1992.

Community	5	5	5	4	4	5	5	3	5	4	5	5	5	5	5
Use skills	5	4	5	4	4	5	5	5	5	4	5	5	5	5	5
Communicate	4	4	5	4	4	5	5	4	5	5	5	5	5	4.5	5

(C) Reality scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Integrate	4	5	4	3	5	5	5	5	5		5	4	4	3	5
Appreciate	4	5	4	4	5	5	3	5	4	3	5	3	5	2	4
Gain Skills	5	1	3	3	3	5	5	4	2	3	4	3	4	3	2
Ideas	5	5	4	3	4	5	5	4	5	4	5	4	4	3	3
Useful & Helpful	5	5	5	3	5	5	5	5	4	5	5	4	4		5
Creative	3	4	4	3	4	4	5	5	3		5	3	4	4	4
Independent & Tolerant	5	5	3.5	3	5	4	5	5	4	5	5	4	3	3	5
Learn & Adapt	5	5	3	4	5	4	5	5	4		5	4	4	3	5

(C) Ideal scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Integrate	5	5	5	4		5	5	5	5		5	5	5	4	5
Appreciate	5	5	5	4		5	3	5	5	4	5		4	5	4
Gain Skills	5	5	5	4		5	5	4	3	5	4		5	4	1
Ideas	5	5	5	4		5	5	4	5	5	5	5	5	5	4
Useful & Helpful	5	5	5	5		5	5	5	5	5	5	5	5	5	5
Creative	4	5	5	4		5	5	5	4		5	5	5	5	5
Independent & Tolerant	5	5	5	4		5	5	5	5	5	5	5	5	5	5
Learn & Adapt	5	5	5	4		5	5	5	5		5	5	5	4	5

(D) Reality scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Try for academic success	4	4	5	4	3	4	4	4	4	4	3.5	3	4	3	5
Belong to a community	3	4	4	3	4	5	4	5	5	5	4	3	4	4	4
Think staff care for them	4	4	5	4	3	3	3	4	4	3	4	3	4	3	4
Support each other	3	4	4	3	4	4	4	4	3	4	4	3	4	3	5
Avoid work	4	2	2	3	4	3	2	2	2	3	2.5	3	3	3	3
Express own views/opinions	3	4	4	3	3	4	3	3	4	4	4.5	4	4	2	4
See school as important	3	4	3.5	3	3	3	4	3	3	3	4	4	4	4	3

(D) Ideal scores for teachers, numbered as on questionnaire: Roundabout

	56	*58*	*60*	*61*	*66*	*68*	*70*	*71*	*73*	*74*	*76*	*80*	*84*	*87*	*92*
Try for academic success	5	5	5	4		5	5	5	5	4	5	5	5	5	5
Belong to a community	5	5	5	4		5	5	5	5	5	5	5	5	5	5
Think staff care for them	5	5	5	4		4	5	5	5	5	5	5	5	5	5
Support each other	5	5	5	4		5	5	5	5	5	5	5	5	5	5
Avoid work	1	1	1	2		1	1	1	1	1	1	5	1	1	1
Express own views/opinions	4	5	4	4		5	5	4	5	4	5	5	4	5	5
See school as important	5	5	5	4		5	5	5	5	4	5	5	5	5	4

Additional Comments & Information

This includes written responses to the request for 'any other information'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

66: "I have found it difficult to understand the 'Real' and 'Ideal' categories. I have only been able to answer on the 'Real'."

74: "As you can see I have difficulty in making up my mind !!
Looking back at this survey some of the 'ideals' seem very high but I believe that is something to aim for, even if in reality we might not get there! About goals in my teaching I'm not sure what I think about all of them to be honest. In my first year, especially, I very strongly aim for them to be able to work together as part of a team and help each other irrespective of whether they like each other or not! This is separate from me wanting them to do well + enjoy my subject. I my pupils felt relaxed and enjoyed being in my classroom, separate from enjoying the subject, I would feel that I achieved something."

Appendix 19: Analysis of Responses to Questionnaire for Teachers in Hardcastle and Roundabout – March-April 1994

All figures to two decimal places (as recommended in Agresti & Finlay 1997: 162 & *passim*).

(A) Both Schools

Ideal minus Real		Average (mean) Real	Standard Deviation of Real	Number	Modal Real	Median Real	Average (mean) Ideal	Standard Deviation of Ideal	Modal Ideal
1.69	Good working conditions	2.80	1.11	40	3	3	4.49	0.56	5
1.14	Adapts to changing circumstances	3.05	1.06	38	3	3	4.19	0.74	4
1.01	High academic standards	3.23	1.18	39	3	3	4.24	0.85	5
1.33	Ethos or sense of community	3.33	1.31	40	3	3	4.66	0.63	5
0.47	Staff are trying to care for the pupils	4.21	0.86	39	5	4	4.68	0.67	5
1.36	Staff are trying to care for each other	3.15	1.05	40	3	3	4.51	0.76	5
0.28	Individual more than collective goals	3.38	0.94	39	3	3	3.11	1.20	3

(B) Both Schools

Ideal minus Real		Average (mean) Real	Standard Deviation of Real	Number	Modal Real	Median Real	Average (mean) Ideal	Standard Deviation of Ideal	Modal Ideal
1.41	My work important	3.08	1.11	39	3	3	4.49	0.60	5
-1.05	Act superior	3.00	1.11	40	2	3	1.95	1.15	1
1.39	My welfare	2.83	1.06	40	3	3	4.21	0.69	4
1.68	Community	2.88	0.82	40	3	3	4.55	0.60	5
1.24	Use skills	3.44	0.81	40	4	3.5	4.68	0.47	5
1.14	Communicate	3.43	1.11	40	3	3	4.56	0.50	5

(C) Both Schools

Ideal minus Real		Average (mean) Real	Standard Deviation of Real	Number	Modal Real	Median Real	Average (mean) Ideal	Standard Deviation of Ideal	Modal Ideal
0.76	Integrate	4.03	0.91	38	5	4	4.78	0.42	5
0.89	Appreciate	3.49	1.00	39	3	3	4.38	0.64	5
1.15	Gain Skills	3.26	1.13	38	3	3	4.42	0.91	5
0.79	Ideas	3.97	0.93	39	5	4	4.76	0.43	5
0.66	Useful & Helpful	4.05	1.09	38	5	4	4.71	0.77	5
0.99	Creative	3.61	1.08	38	4	4	4.59	0.60	5
0.70	Independent & Tolerant	4.17	0.90	39	5	4	4.87	0.34	5
0.81	Learn & Adapt	4.03	0.97	38	4	4	4.84	0.37	5

(D) Both Schools

Ideal minus Real		Average (mean) Real	Standard Deviation of Real	Number	Modal Real	Median Real	Average (mean) Ideal	Standard Deviation of Ideal	Modal Ideal
1.34	Try for academic success	3.42	0.78	39	4	3.5	4.76	0.43	5
1.33	Belong to a community	3.36	0.84	39	3	3	4.68	0.47	5
1.52	Think staff care for them	3.19	0.74	39	3	3	4.71	0.46	5
1.65	Support each other	3.01	0.85	39	3	3	4.66	0.48	5
1.79	Avoid work	3.29	0.81	39	3	3	1.50	1.01	1
0.79	Express own views/opinions	3.55	0.73	39	4	4	4.34	0.58	4
1.71	See school as important	2.97	0.64	39	3	3	4.68	0.47	5

Hardcastle (A)	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal	Roundabout	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal
Good working conditions	2.24	0.92	3	2	4.36	Good working conditions	3.73	0.70	4	4	4.71
Adapts to changing circumstances	2.64	0.99	3	3	4.12	Adapts to changing circumstances	3.85	0.69	4	4	4.33
High academic standards	2.54	0.78	3	3	4.08	High academic standards	4.33	0.82	5	5	4.50
Ethos or sense of community	2.68	0.99	3	3	4.56	Ethos or sense of community	4.40	1.06	5	5	4.85
Staff are trying to care for the pupils	3.79	0.78	4	4	4.63	Staff are trying to care for the pupils	4.87	0.52	5	5	4.77
Staff are trying to care for each other	3.24	1.05	3	3	4.52	Staff are trying to care for each other	3.00	1.07	3	3	4.50
Individual more than collective goals	3.21	0.83	3	3	3.08	Individual more than collective goals	3.67	1.05	3	4	3.14

Hardcastle (B)	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal	Roundabout	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal
My work important	3.08	1.06	4	3	4.54	My work important	3.07	1.22	3	3	4.40
Act superior	2.92	1.08	2	3	2.00	Act superior	3.13	1.19	4	3	1.87
My welfare	2.80	0.96	3	3	4.16	My welfare	2.87	1.25	2	3	4.30
Community	2.76	0.83	3	3	4.48	Community	3.07	0.80	3	3	4.67
Use skills	3.14	0.78	3	3	4.64	Use skills	3.93	0.59	4	4	4.73
Communicate	3.08	1.08	3	3	4.52	Communicate	4.00	0.93	4	4	4.63

Hardcastle (C)	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal	Roundabout	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal
Integrate	3.79	0.93	4	4	4.75	Integrate	4.43	0.76	5	5	4.85
Appreciate	3.13	0.85	3	3	4.29	Appreciate	4.07	0.96	5	4	4.54
Gain Skills	3.22	1.13	3	3	4.52	Gain Skills	3.33	1.18	3	3	4.23
Ideas	3.83	1.01	3	4	4.75	Ideas	4.20	0.77	5	4	4.79
Useful & Helpful	3.71	1.16	4	4	4.54	Useful & Helpful	4.64	0.63	5	5	5.00
Creative	3.42	1.21	3	3	4.50	Creative	3.93	0.73	4	4	4.77
Independent & Tolerant	4.08	0.93	5	4	4.83	Independent & Tolerant	4.30	0.84	5	5	4.93
Learn & Adapt	3.83	1.05	4	4	4.83	Learn & Adapt	4.36	0.74	5	4.5	4.85

Hardcastle (D)	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal	Roundabout	Average (mean) Real	SD of Real	Modal Real	Median real	Average (mean) Ideal
Try for academic success	3.13	0.74	3	3	4.71	Try for academic success	3.90	0.60	4	4	4.86
Belong to a community	2.92	0.58	3	3	4.54	Belong to a community	4.07	0.70	4	4	4.93
Think staff care for them	2.90	0.66	3	3	4.63	Think staff care for them	3.67	0.62	4	4	4.86
Support each other	2.56	0.65	2	2.25	4.50	Support each other	3.73	0.59	4	4	4.93
Avoid work	3.63	0.71	4	4	1.58	Avoid work	2.77	0.68	3	3	1.36
Express own	3.54	0.78	4	4	4.21	Express own	3.57	0.68	4	4	4.57

views/opinions						views/opinions					
See school as important	2.69	0.55	3	3	4.63	See school as important	3.43	0.50	3	3	4.79

Appendix 20: Responses to Interviews with Hardcastle and Roundabout Teachers – March-April 1994

Interview 1

Transcription of entire interview

J = Interviewer; M = Mary.

J I'm tape recording an interview with Mary .. er .. twenty third of March . 1994 .. at er ... Hardcastle .. we don't need to talk to the tape the tape recorder will look after itself .. thanks .. er .. for .. er .. doing the survey .. it was er .. it was interesting I looked I looked at various ways in which you filled it in . to start with just to ask you about those .. individual things . I looked at the gap* the average gaps it was obviously looking at the difference between what was actually happening and what you think you would like to happen .. and when you were writing about Hardcastle as a whole there was a huge gap between how it was as an ideal and in reality when you were writing about yourself .. er .. you you felt that there wasn't such a gap between what you would like to be doing .. and reality do you think that's erm the other big gap was between the pupils how the pupils actually behave and feel and how you think . they should . behave and feel .. do you think the fact that you can .. if you like function at . quite close to how you would ideally function is that a good sign or is that a way have you isolated yourself from the school .. cos it seems as though there's very big gaps elsewhere in the school yet you feel able to .. to to almost meet your ideals

M I think because I ... I have had the experience working .. with pupils right across the ability and behavioural problems range so .. going independently into a lot of classrooms working with a lot of teachers .. I found that .. as a learning support teacher you've got to know what you want to do

J Yeah

M and . your . attitude . and your behaviour towards the pupils . has to be consistent

J Yeah

M you can't take on the character of the teacher you're supporting

J Yeah

M .. so you can't run period four be gentle and easy going and next lesson be . strict and autocratic because the children won't wear that

J Yeah

M even though they might be confused about what my rôle is

J Yeah

---

* Numbers recorded in appendix 17 as response number 16.

M .. so that I feel I'm able to independently .. work with them in a different way to the way I perceive

J So is that is that what you've decided you can do or what all . support teachers .. do automatically or is it or is it that you're able to do that because you are in a support . rôle or that you are . have to do that otherwise the children won't understand what you are doing

M .. I think that .. I think that all of the support teachers if they're with a small group of pupils I follow nine band four .. most of the week so you have to actually have your own identity and not get completely enmeshed into the identity of the class teacher

J So it's to do with the structure of the job

M Yes

J as much as to do with what you do .. um . all the way through erm one of the interesting things on managers .. the different things on managers you felt for example that .. managers were .. as as interested in your welfare as they should be or as they could be and ideed that there was .. superior to you or think of themselves as superior to you as they should be in other words that their . rôle is fairly .. appropriate in terms of the hierachy or whether they're ca caring for you is close to the ideal and yet you you obviously .. there's a big gap in terms of management when it gets down to things like making good use of skills available to them . or communicating information how do you feel about them in that way is it that they've got the right it looks as though they've got the right attitudes but .. they don't .. they don't make good use of .. good use of what's around them or they don't communicate things in other words they're going at it .. you know . in the right sort of way but they're not actually doing it . doing it well enough . is that what you think

M The communication .. the communication . the . in that question number six

J Yeah

M on the communication . I feel its .. it the communication from management to the rest of the staff .. is is sorely lacking . erm . there's a strong feeling that there's certain groups that hold certain information

J Yeah

M and that information isn't being disseminated ... do do you want examples

J Yeah

M we've got locally we've locally go the closure of an EBD school

J Yeah

M and these pupils are coming in to the school ... there's no induction set up for them formally

J Yeah

M .. people don't know . they are getting in a class children that not only have been displaced from their school but are going into a new kind of school i.e. mainstream . so those p pupils ... I I think are doubly displaced and they're put into these classrooms and it's a bewildering school and it's any new school's bewildering .. and classroom teachers aren't being told .. what these children are about they've appeared as just normal new members of the

J Yeah

M school population

J What do you think's the cause of that sort of problem is it just lack of communication that happens not to work or that people are refusing to give out information or are intentionally giving people is it an attitude thing or is it just a practical thing

M I don't think there's been any thought given to indu in into induction

J So it's planning and that that's what you say in the additional comments that there's no vision do you that those things is it part of that there isn't a coherent .. vision

M Yeah . it's as though ... one particular boy came in .. again from my experience of being off site and being . in [name of a school] .. I spent an afternoon with him in an ordinary classroom and felt afterwards that we were sitting on a fire er a bomb waiting to happen

J Yeah

M this was a dis a boy from the local EBD school . and when I brought it to the attention to somebody in senior management that that boy was walking into classrooms and it would only take something quite small to trigger .. he said well you run round and tell everybody what you think and I did say to another member of senior management that to me from this from where I stand . that boy is being set up to fail

J Yeah

M there's no and then I was told that the boy was the school has resisted taking this boy for two years and they've been directed to take him and that even more certain that he's being set up to fail .. erm ... their words are care ... but . I think a lot of them .. are empty . because the individual . needs of the pupils . are not addressed until . they've done something . wrong and then they're addressed as individuals up until then they go as masses

J Cos you actually say in one of your the questions you think that the staff try to care for each other more than they care for try to care for the pupils

M I don't [said in tone of mock disbelief]

J that's different to what other some other people say how how do you measure that or how do you feel why do you feel that is or how

M Er I can't

J they're actually looking after each other well it's quite a nice side they're trying to look after each other ... why do you think they do that more than they try to look after the kids

M Because I think it's ... I pick up a spirit here much more so than I . in any other school I've been in about us and them .. that there's

J staff and pupils

M staff and pupils

J really

M and .. so if a pupil ... upsets . disturbs ... is unpleasant to a member of staff staff will always rally around that member of staff

J right

M .. whatever the the the I mean that's .. is right . but when you listen to the child you're looking at what in fact happened in the situation

J Yeah

M because I have seen situations when I've felt that the child .. the boy has been in the right

J Yeah

M but there would be no closing of opening of that there would be no intelligent side looking at the situation at having built up that both parties might be out of control

J Yeah

M it's it's

J Yeah . yeah .. so it's critical in that sense of support .

M mm

J well . critical of the support

M Yeah

J .. and in the teaching . just in terms of yourself . er I I don't know how .. where the different people have interpreted that but you're looking to get the pupils to . appreciate the work done by the s staff in the same way that you're wanting them to be independent and .. critical or you're wanting you know you think in

a similar way you're wanting them to be independent and critical . which would you say .. I mean I it's interesting you feel you look write as though you feel as though you meet your ideals in most ways how do you feel about that . the idea that they're both being independent and critical and appreciative how do you manage to get them to be to appreciate the work the care provided by the school staff how do how do you feel able to get that

M It's looking at .. getting them to acrit .. eveybody around them . both other pupils and staff as i as individuals not a group with pain .. that year that erm .. those groups of staff they don't have the individual in that in any individual situation

J Yeah

M erm ... but this is where it takes time out .. to ... to ... that there don't seem to be school structures .. time for that .. to happen the pupils don't get this to happen ... the time to let off steam . or . be given any space to explore those . feelings

J Yeah

M there's quite a rigid

J Yeah

M .. this is the rule . you obey it

J Yeah

M come what may so .. when ..a pupil being critical of something that's happened is seen as attacking ... I think staff find it hard to take ..

J yeah . is that if staff are being critical of something that's happened .. that staff higher up the hierarchy think that it's being critical .. of the system . or ..

M Erm . there is no avenue . I've found in the school for the staff .. to be critical

J Yeah

M of senior management so that's continual that's

[Knock on door – brief conversation as M answers it]

J Erm . so you do think that so that's there's a relationship do you think there's a relationship between that fact and the staff and how the pupils are . the the the lack of avenues for pupils is .. related to the lack of avenues for staff

M Yes . the it . the staff have got the same blocks

J Yeah

M this is what the senior managers say you do you do

J Yeah . that's what you say [in the additional comments on the questionnaire, quoted in Appendix 19, above] no sense of ownership it's you know

M there's a knock on there's a real domino effect

J Yeah .. in terms when you're writing about the pupils you there are several big gaps like . they avoid work if at all possible . er .. a lot do you think they do avoid work . ideally they shouldn't try and avoid work . do you think that's a ch and again they . in a different way they they .. they seldom express their opinions but they should be expressing their opinions

M mm

J so there's two big gaps there .. do you think that's to do with .. the quality of the students . the quality of the pupils . independent of the school or do you think that's a function of the school

M I think it's a function of the school because I don't see them as particularly difficult to handle kids in terms of the upper end of [name of other school mentioned earlier] . it's lots of things

J so why do pupils avoid work . that's different to is that or how is it different to the other things about

M there's no negotiation as to what the work work they would do ... there's . very . little .. very few avenues for them ... to discuss the validity of what they've been asked to do and they're given tasks that they do as very frequently just one child .. they don't work collectively . within the classroom ... so work is seen a a work is seen as writing

J Yeah

M when I have lesson that they don't write in they say we haven't been working

J Yeah

M and that is that is a line that I haven't seen in schools

J Yeah

M for a very long time and you have no realisation . that . learning to talk is

J so when they're avoiding work what are they avoiding are they avoiding the things that they call work or are they actually avoiding . work . cos you say they avoid work a lot

M well . probably I should . that should be qualified with written work

J Yeah .. why do you think they avoid written work I mean specifically I mean is it that

M because it's it i i ..

J the way that it's set because you said before

M it's just part of it's the old school child school pupil culture that . it's . the right thing to do to avoid as much as you can I might have been being very harsh there .. I think you also have to take a more ba er a a a more for us set streamed or setted and I've been forgotten most of the time

J Yeah

M all the time

J Yeah

M so that ... in whatever classes I've been I haven't seen all class

J Can I ask a couple of aur ques questions directly about your your rôle and the people above and below you in the the system erm if the person your line manager the person above you did something good .. did something you thought was a good . piece of work in their rôle what would you see your rôle as would you a a see your rôle as praising it or just doing it or ignoring it or whatever if someone above you is doing good things good work

M praise it

J do you see that as part of your that as a part of your work do you see that as a part of your rôle

M oh yes yes yeah

J can you give any examples of this sort of thing happening in other words people above you doing things that you felt were .. worthy of praise I suppose what sort of things is it that you think oh that's good that's what they

M yesterday . in the class yesterday there was an incident . which occurred in the classroom .. where . it wasn't my line manager but it was

J Yeah

M somebody in senior management observed this immediately withdrew that pupil . then . I thought the matter had been dropped then I went and spoke to about the member of senior management who took on board what I was saying that it was an issue that shouldn't be dropped . then in the afternoon . not only . did follow it up with that pupil and another pupil but followed it up with me and the pupils

J Yeah

M and so yesterday and today I've ... approached that member of senior management and said that was really good

J oh yeah

M it was seen to be done and it's seen to be done quite well

J and if something goes wrong and you've part answered it already but if someone above you in the hierarchy does something wrong .. either what do you think you would like to do or what would you see your rôle as doing

M I'm afraid that comes down to which member of the hierarchy

J Yeah

M it is .. and there's some that I will openly say let's come and talk ... there's some that I ... I think it's .. better not to

J Yeah . yeah

M it doesn't

J similarly when the people you're working with and I don't know if you line manage any other people or if it's the people you work with immediately the pupils .. but when the pupils do things that are particularly good .. how would you deal with them . and if they do things that are particularly .. bad how would you what would you see your rôle as

M oh I

J supporting praising ... telling off .. whatever

M when they when they're good it's fun it's over the top I really enjoy making celebrating things they can do and I quite often make a big fuss they would do like just being sensible in a situation

J Yeah

M cos I don't think they get enough feedback on ... it's sometimes what you might it might be pass quite passive

J again

M like . they . haven't followed the herd or whatever

J Yeah

M if they've done something ... enough to er particularly praise .. praise them it it . might be something very small and there are some pupils that never get praised for anything

J Yeah

M and .. when they do things wrong .. try to talk about it but they . they all know about my keyring with nobody's perfect and

J Yeah

M I'm constantly saying things things like . a mistake . that's why they've got rubbers on the ends of pencils

J Yes

M I I constantly reinforce that if you don't make mistakes you don't make anything

J Yeah

M let's try again . and if it's bad behaviour .. I think . I always .. feel I can't . reprimand . them . severely unless I give time for it for them to give their side .. of it

J How about . for yourself then . when you do things . all ways round when you do things well . or do them . badly however that's described .. what would you like to happen and what does happen . for people above you and for people below you the pupils that you teach if you think you've done something badly with the pupils how do they respond and people above you in the hierarchy how do they respond when you when you do things well .. and badly and how would you like

M again there some I'd come back to I get a lot of positive feedback there's some I

J Yeah

M people

J Yeah and is that what you would . like I mean

M I think everyone would if they do things well

J I mean what for I mean what counts can you give any examples of good feedback .. as an

M er ... a situation with a . when I was supporting a mem a member of senior management where a boy . was ... being provocative

J Yeah

M ... erm .. threatened to be asked to be put down a group

J Yeah

M and after the . I approached the member of senior management and pointed out that I felt that the boy's mouth was saying one thing .. but his actions were outwardly doing he followed all the instructions at the same time as he was saying I want to get thrown out of place

J Yeah

M I pointed this out and the member of staff did approach me and say I've thought about that and yes .. he didn't want to get thrown out even though his voice was saying so that was very nice

J Yeah

M erm but .. there there there's some things that there aren't feedback on .. I would like there to be a peer group .. where .. poeple could ... share their their blunders

J Yeah

M but there isn't that ..

J yeah I was going to say what happens when things go wrong is it I mean I heard someone in the staffroom say like they got a ticking off from

M the head

J the head ... is it is it that sort of thing that happens

M you can you can get told off by the head ... and that was because .. all the senior management are in a meeting during school time on a Wednesday and . this person had interrupted that meeting .. to answer a phone call

J Yeah

M and that caused them to be and there's no way that . to be ... given vent to . nobody ever gets a chance to talk . about .. their kind of feelings .. I mean the resentment about that particular meeting . is bubbling all over the school and

J you've written about a lot of resentment

M there's a lot of resentment and nobody .. okay . I've been told by senior management that staff meetings tend to just have people grumble but I think there's a rôle for that

J Yeah

M and staff can't grumble

J Yeah

M okay every school have got their grumblers and they've always done that or be have their bit at the staff meeting but if people haven't got an avenue to grumble they'll still grumble

J can you give any examples when you've felt or or you did something that you felt was wrong .. and that was dealt with well . by . managers ... I'm not trying to do wrong

M no I I

J the er

M erm

J ... or have you seen people not necessarily a senior manager any level of management where people have .. dealt with .. well preferably with with you in a way that you think's appropriate or how do you think they should behave .. if they feel that you've done something .. either failed to do something or done something inappropriate

M they've been ... the thing is that I haven't got round to some aspects of the paperwork .. erm .. I have felt as inappropriately dealt with because it's not been talked about

J Yeah

M which means it

J Yeah

M you've not done this correctly

J so talking is ..

M important

J Yeah ... well .. we're almost out of time now

M ah .. it's inappropriate to make corrections to correct people's work by er .. the written word .. I don't

J why . that's interesting because a lot of teachers do that all the time when they are erm teaching

M and as you've probably picked up I don't like doing that

J yeah well erm

M erm ... because .. if it's .. if something's given to you on a piece of paper

J Yeah

M you have no chance to give your case unless you then make it into a big issue to write back

J Yeah

M and when things go on paper .. they get logged . they get remembered

J Yeah

M I don't think .. writing criticisms on paper without talking about them

J Yeah

M there's there's a rôle for it to be recorded

J Yeah

M but the the written that written recording should be a brief

J Yeah

M I

J so it's a matter of opinion that

M yeah

J agreeing the .. whatever it is .. that either the criticism or the the development or the argument

M I mean the resentment that I feel that there will be there is a list of criticisms two of them who didn't want criticism ... that I then wrote back a sarky note saying please would you say so and so that's inappropriate but I did it

J Yeah . yeah yeah .. you talk about fi finally that's if you want to talk and we'll finish you talk about a a a great feeling of don't rock the boat and I was interested in partly because .. I know er the head .. uses the the metaphor of the boat . he's the captain of the ship I mean do you think that's . counted against him because it's .. I mean that .. I was interested in that use just as a metaphor that he's saying I'm the captain of the ship and you're saying no-one can rock the boat . is .. is that a sort of subversion of the metaphor

M I wonder ... a a anything that would be seen as . looking at the structure

J do you think he's correct in saying he's sorry he's he he's the captain of the ship

M oh he's definitely captain of the ship he certainly is yeah ..

J Yeah

M but with his other members of senior management upsetting captain is also seen as rocking the boat

J Yeah

M so there's this this level you certainly don't upset him outside where people can approach so you don't upset him there but you also don't ... upset the captain

J Yeah

M I wanted to fall I wanted kind of to go in feet first . and . and say I want staff meetings .

J Yeah

M . and I was just

J Yeah . yeah

M that wasn't appropriate

J Yeah

M . people have tried it and haven't . look if you just keep things calm ... we'll all get through .. I think . I . upsetting the head is not seen as a useful thing to do

J Yeah

M and anything criticising the structure or organisation of the school . is taken very personally by senior management . they don't see it as a criticism of the structure but see it as a criticism of their input

J Yeah

M not the structure

J Yeah . well thank you very much indeed . I hope .. I'll switch the tape off shall I .. we'll be able to breathe .. easier

Interview 2

Summary of interview with Harriet [a pseudonym] – teacher at Hardcastle

Lack of pressure from parents for pupils to conform or see school as important. Not enough pleasant things for pupils. Staff should care for each other more than for pupils – when comfortable with each other, knock-on effect. Staff at Hardcastle very divisive/divided – divide and rule, not delegation. Staff who have been there a long time care about pupils, but have given up trying to change the system. Managers up to Deputy Heads feel concerned about how they are allowed to operate. Head: if he wants to do it, that's it – doesn't listen/tell even DHs. The Head is Harriet's new line manager – but hasn't talked to her about it. Lesley [a pseudonym] very understanding (as a woman, too). Tannoy annoying. The head of Harriet's year told her to relax a bit – grow up with the children. No real concrete pats on the back when I do something good – expected to just get on and do it. There's no liaison. Head as captain? – Management is appalling, too fixed, very rigid, he's not hearing how tired people are; he actually puts people down verbally; he's worse with women – there's definitely an extra edge to it.

Transcribed extracts from the same interview

J [...] the pupils don't see how important school is .. why do you think that is [...]

H I think that's a difference perhaps between .. erm . like adult perceptions of how valuable education is and young perceptions ... and I .. I think it's compounded by the fact that . perhaps some of them don't sort of come from the sort of . home environment I don't know any details but I can imagine .. that would value education ... there's there's less parental pressure to conform into the education system [...] I think some parents see it as a sort of baby-sitting service . and I think because of that . the kids don't pick up on any ... cues that it is important . as a progression [...]

H [...] I think the .. teaching staff . get tired with the work they have to do .. they get exasperated . naturally [...]

J you said [...] staff try to care for pupils more than they try to care for each other [...] but ideally they should try to care for each other more than they should try to care for the pupil

H [...] why I say that . is that if you .. are quite *solid* ... wi . within a group .. like the teachers and the staff are quite .. er .. supportive they feel able to support [...] then I think that has a . natural effect on people that you work with like the pupils .. I think the general management of this school is appalling I think it's very divisive [...] in my view the opinion at the top is if you divide and rule it's more effective to maintain your own position .. than being able to delegate .. responsibility .. or authority [...] I think we need to look after ourselves a bit more .. and then . we're better able to cope with pupils

H I think he [the Head] knows very well how to put things together . I think he doesn't listen to . other people .. he doesn't acknowledge .. any other sort of like guiding force than his own [...] when it comes down to rock bottom . if he wants to do it he wants to do it ... and that's it

H as part of my appraisal . er .. [name of teacher] 'cause he's my head of year .. a . in a positive way .. that I need to relax a bit . and grow up with the kids [...]

J so how about for yourself . when you do good things ... what do people around you above and below you .. if you like . the pupils [...] the managers [...] do

H well the pupils don't seem to really .. comment [...] from colleagues there's a lot of verbal praise oh well done especially from particular colleagues [...] senior management .. support things in terms of .. allowing it to happen [...] but .. there's no real concrete pats on the back [...]

J [The Head describes himself as 'captain of the ship': what do you think?]

H [...] I think how he [the Head] manages the school is appalling . I think it's just sort of like telling people what to do basically

J but you can have captains of ships that do that

H [...] there's ways of not being so fixed that you can actually adapt .. and use different methods to achieve your aims .. instead of being very very . rigid about the methods the aims and the results

Interview 3

Summary of interview with Ian [a pseudonym] – Deputy Head, Roundabout

Hard for Ian to concentrate on the quality of their own teaching; something happens to pupils in Year 10; staff aren't given opportunities to care for each other – cost-effectiveness rather than human relationships; World Cup sweep very good for morale – pulled staff together; Middle Management find it difficult when people aren't delivering the goods; if people are allowed to carry on making mistakes, it isn't caring for them. The system should help to de-personalise criticism. What we do in school is sometimes damaged by what happens out of school – e.g. children motivated in school, but if don't get support from parents ... e.g. allowed to stay up late, parents don't (all) monitor homework, etc. The gap is widening between what we're doing and what parents are re-affirming. Peer pressure make it unfashionable for pupils to work hard. Honesty amongst managers is important: praise and disagreements (kept within four walls); need a share vision (via the school development plan) now, after the period in which the new Head established herself with a top-down hierarchical management system. Praise – e.g. of Maths department – very useful – hard work needs to be acknowledged – you can have vicious circles (of criticism), but you can also have rolls. You've got to get acknowledgement (and motivation) from within, but also good to get affirmation from others.

Transcribed extracts from the same interview

J [High gaps for himself – a Deputy Head – but low gaps for pupils: why?]

I [...] ideally your focus should be on pupils . because that's what you're here for [...] but I think people know that doesn't always happen

I I would say . the vast majority of children here . are .. quite enthusiastic about . their learning quite enthusiastic about . their experience here

J [...] the biggest gaps were for staff caring for each other [...]

I [...] I don't believe that ... there is not a willingness to care for one another [...] we have a very caring staff . I would probably say the opportunities .. of caring for one another are getting less and less because I think . what is happening generally .. in . society . and I think it's having an effect in schools . is that .. cost-effectiveness and efficiency have been emphasised to the detriment of human relations .. and I think that teachers . and we could . you know say that it's a cliché but they are overworked .. they are . expected . to . have . a functional flexibility [...] it makes . time . for relationships difficult [...] what we've tried to do is to have daily briefings that bring the staff all together [...]

J you say that the staff [...] are able to care more for the pupils than for each other [...]

I [...] what we're here for is [...] that individual child and I think if staff's efforts are directed towards that individual child .. [...] however . having said that ... not far behind that must come care for one another [...] I think it's two sides of the one coin [...]

I when there's a big sporting event like Wimbledon or the World Cup . there's usually some kind of .. erm . sweep .. and that generates a lot of good . feeling which I think is important [...]

J in terms of the managers questions [...]

I I see a gap in Middle Management in the school .. erm ... I think .. that what happens is that . many people in positions like heads of department . or head of year .. feel that ... very very difficult . when someone is not delivering the goods ... to approach them . and to take . them to task ... erm ... I not saying that's what management is all about .. what I think that aspect of monitoring in management is probably the most difficult thing .. and therefore I believe that . if people are allowed to continue to make mistakes . and that they don't learn from .. then . that really is not caring for that individual [...]

J in terms of the pupils [...] you found it easier to . for them to be appreciative [...] than it was to develop .. independence [...] and their own tolerance of people around them [...]

I I think .. the school can play its part . in developing young people .. but it's got to be a partnership and I think often what happens . is . that .. what we develop in school is . sometimes ... damaged if you like .. in in in the rest of their socialisation I think a lot of our kids .. don't experience the same security the same organisation .. the same .. enthusiasm even for them as people ... in some of the areas .. where they are outside of the school . I wouldn't want to judge anyone by that I not being condescending . i . i . in any way but I I think it's the reality .. erm ... and I think that that is ... particularly the case in independent learning [...] I think [...] within school you'll find that kids are very very motivated [...] they will rise to the bait [...] but I think if we don't have the support of the parents .. if we don't have the support of ... society outside .. because there are many attractions to young people .. erm .. that . can be detrimental to what you're doing in school [...] I know for a fact that many children . are allowed to stay up . for example extremely late at night and without supervision [...] some children . their homework is not monitored . by the parents . the parents don't encourage them .. you know to to have a place where they can . actually .. work [...] parents often have a kind of laissez-faire attitude [...] I think it's getting much much better in school . but I think the gap there is widening between what the school is actually doing and what the parents are reaffirming [...] I wish we could educate the parents [...]

J [Pupils are not seeing how important school is]

I [...] it's not ... in my perception of things ... it's not .. fashionable . to be hardworking in some of the circles that our children . are you know .. circulating in ... I don't know why [...]

J [Questioning on sorts of support:]

I [...] I think it's very very important that .. erm ... there's total honesty ... er . in in the management team for example let's speak about the senior management team . erm ... I think when people do .. something which .. has been well planned organised implemented . and etc evaluated . I think . y . you've got to affirm people [...] the affirmation's extremely important [...] I

think also in a senior management team a healthy team I think . er .. you know if you disagree . then you've got to have that . courage of your own convictions to at least spr express that . but I think it's very very important . that that ... disagreement . stays within four walls .. that when you come out of there you have a united front [...] because I think that our job [...] is to deliver an education to the children and it's our job . I think .. you know . once we have thrashed out everything to . put forward a united front because I think that's a sign of strong leadership .. and I think it's a sign of having strong vision [...] you perish [...] if you have conflicting messages [...] I think more and more what we're developing here . you know is not a top-ended hierarchical structure I think what we're developing is much more a shared vision . I think when [name of Head] came three years ago she needed to have a hierarchical structure . and it was very much top down ... I think that she's established herself and I think the senior management team have established themselves . sufficiently and healthily enough that we can . now .. emphasise much more a shared vision [...] not only top down but also bottom up [...]

Interview 4

Summary of interview with David [a pseudonym] (Head of Hardcastle)

Hardcastle not adaptable: a lot of staff are stuck in the 1970s – mixed ability, no accountability (for resources, for the National Curriculum), etc.: they are entrenched, and back away from risk-taking; they under-value themselves and under-value the pupils. Naughty kids will say the school is caring; the average child, however, is being buried (by disruptions, etc.). Staff are very difficult to lead – you have to reinforce with staff as you do with pupils – their philosophy is basically egalitarian (give everyone a fair chance, etc.) – very commendable, but not for the 1990s. Exam pass rates are more important (now). Pupils' work out of the classroom is better than work in the classroom – because of disruption. I'm not convinced many of our parents value education; parental control not enough. I relate much more to children, schoolkeepers, office staff, than to (teaching) staff: staff see themselves as subject specialists, but don't have a school vision. I just love it here – the good and the bad, but mainly the bad, not the good – because you can do something about the bad: we never do anything about the good. We never reinforce good practice. The NUT literally destroyed this school – there was nothing of joy in this school (after the industrial dispute). I got rid of Senior Management (meetings) – just a talk-shop. We don't broadcast the school enough. Captain of ship? Bligh? Nelson, turning a blind eye? Course, to be followed (with the course determined by the LEA, etc.). I act as devil's advocate with senior managers. The kids are the engine (of the ship) – they will change you. Loss of Houses, 6th form, clubs, etc.: all affected the ethos of the school. Now they come here to enjoy themselves – it's a holiday camp. (Best thing you've done?) I think we've civilised the place. I've kept the school alive. Running the school is simple if you follow the rules – set and mark homework, etc. The Deputies are now frustrated – they want to run the school but I won't let them.

Transcribed extracts from the same interview

J On the survey . you tended to say whether things were more real or more ideal I presume .. in other words how far from the ideal they were

D yeah

J by your ticks [...]

D yeah [...]

J [Asking about the school changing and adapting:]

D [...] not all Hardcastle is . er . finding it difficult to change but .. you've got to realise that a lot of the staff at Hardcastle have been here a long long time [...] there's a coterie of people that see it . constant style .. [...] the second thing is when the teacher were trained which is the sixties ... and a lot of them are deskilled when you start talking about .. different types and forms of teaching . I mean . in the sixties and in the early seventies mixed ability and er .. they . there was no accountability as such . you just taught . they can't come to terms with accountability . that's what I was talking about . the fact that they are accountable both for the National Curriculum with the use of resources

and everything else . has come as very much a shock to them [...] the third thing is belief in the direction we're going it's been badly sold by our masters [...] the Borough . who think that by clicking your fingers you can actually change er the philosophy and the ethos of a school .. [...] I think moving this group er as a group is very difficult simply because they're entrenched they like the safe ground . they really back away from taking risks [...] their perception of themselves [...] I'm talking about staff at the moment . aw we can't do that .. whereas they can do that they've got they've got tremendous skills but they under-value themselves and they undervalue the pupils in the same way .. these children you'll never get through that in a in a lesson but you do [...]

D [...] we're trying to move on the whole staff so they can't say we didn't agree to that [...] you have to reinforce with the staff more than you reinforce with the kids ... you cannot take for granted that what happened yesterday will happen tomorrow ... they're .. a . very difficult group of people to lead as a Head and you have to have a peculiar style to lead them .. very peculiar style because it's individualistic I'm I'm considered by the Education Office as a very eccentric Head whilst if I were running Tate or [name of another school] I'd be quite a normal Head [...] it is very difficult to get this group together as a team they're so strong as individuals . with strong . er quite extraordinary . um . in their . the ingrained philosophy of education [...] most of it is egalitarian ... and that . egalitarian mixed ability all children have a chance thing is very commendable but it's not for the nineties ... in the nineties with our political masters saying . erm . you've got to get As to Cs and 80% they're looking for 80% of the population you know . ridiculous figures they're they're .. but we've got to at least play [sic] lip service to it [...]

J [...] do you think more broadly they [i.e. pupils] realise the importance of education

D well I think . er . again . I I I take you one step further back you see I'm not convinced that a lot of our parents value education [...] the background where parental control is not there ... is very noticeable and that spills over into the school [...] honestly Julian there as so many reasons why this school fails .. it almost ... a .. we're the chief reason for the failure there's no question of that

J [...] you find it .. in some ways easier with the children than with the staff

D very much so very much so . very much so . I mean I relate much more to children than to staff .. much more comfortable with schoolkeepers and . and the office than I do with staff . that's a personal comment [...] with the staff they are . b ... myopic in some . extent . they they're specialists . and they look [...] at their own subject and then the school they don't . look school vision . you can't get school vision out of them [...]

D [...] the strange thing about this school is that it never recognises when it does things right ... [...]

J [...] does anyone praise you or thank you [...]

D [...] my satisfaction is being with kids [...] I just love being here I just adore everything about it . mainly the bad not the good .. ah . because you can do

something about the bad . we never do anything about the good we never reinforce good practice [...]

D [...] [nineteen] eighty five in the school there was tremendous learning and we were going somewhere . eighty six we had superb exam results and we were going somewhere wallop we got hit by the NUT ... and . they destroyed us . they . literally destroyed this school . and . the numbers started falling from that moment . well parents no longer trusted the staff [...] there was nothing of joy in the school [...] it was a very sour and bitterly fought battle between me and the NUT [...] it destroyed the relationship between the Head and the staff . which has still not come back in many senses [...] I got rid of working parties [...] I've focused on departments [...] I've got rid of the senior management [presumably the *meetings*] because it was a talk-shop [...]

J [Asking about the 'captain of the ship' metaphor:]

D [...] what I have to do is . have a clear course to steer . and try to hold it come hell or high water .. now that course doesn't come from me .. but it comes from a lot of talk with a lot of people .. inspectors .. governors ..erm ... ILEA . dead though it is [...] but most particularly the staff [...] I also talk to kids . quite a lot .. erm .. when they're in the room .. or on the stairs . something like that . you get a a feel of the place [...] the route the captain of the ship . there are two rôles . a pastoral . which is caring for everybody in the [...] but also like a good parent ... I produce a cutting edge . a whetstone on which they sharpen themselves I am quite prepared to quarrel .. in fact it is a combative form of er .. particularly with senior staff .. who pretend to be er . um .. complacent having reached the dizzy heights of wherever they are and I do go out of my way to pick quarrels and I do go out of my way to test their belief and I do become a sort of .. erm [claps hands] ... what's the ad . er .. devil's advocate

D [...] that rôle of captain [of the ship] is not always obvious

J [...] I don't know if it's pushing the metaphor but are the pupils . passengers or are they the galley slave

D [...] the kids are . the engine ... because whether you like it or not the kids will change you ...

D [...] there was when I started a reluctance to recognise the importance of parents .. [as though quoting:] parents are best out of the school [...] and it took me years to teach them that the triangle of parents school and boy . was the most effective way of building the school forward [...] if one of those corners falls then the whole system of education for that kid falls [...]

D [...] what sort of ethos do I want .. that they come here to work .. and they come here to enjoy themselves . now at the moment they come here to enjoy themselves . it's a . holiday camp . you know

J [What's the best thing you've done?]

D [...] I think we've civilised the place [...] I think my achievement's to come ... how about that .. I would like to see the management structure settled down ..

it's a question of . people relinquishing power [...] my ideal style of management is . deep delegation and decision making . with responsibility by me . I'm quite prepared to take responsibility for mistakes [...] but this has stopped ... it . it sort of stopped around eighty-nine or ninety . where . the growth of success had failed [...] I think that the school will eventually turn round [...]

D [...] the one thing I'll tell you about this school . is . if you speak to a member of staff .. right . you'll say John what sort of a day [implying a reply:] *what* a day I've had [...] [but] there's a huge pile of things that John *should* be doing but he hasn't done .. [...]

D [...] If you take the SPG [...] don't realise they are in a sense the engine room of this school .. and unless they start doing that .. you know there won't be an SPG next [...] you've got very frustrated people here at the top ... who . should be . er . I mean the two Deputies should be Heads .. for a start . erm [...] they want to run the school and I won't let them [...]

Appendix 21: Responses to Questionnaire for Pupils in Hardcastle and Roundabout – March-April 1994

On this and subsequent appendices addressing data from pupils (i.e. Appendices 21 to 24 inclusive), there has been a conversion from numbers on the original questionnaires (i.e. 1 to 5), to numbers that, when reproduced in a chart, would represent neutrality (3 on the questionnaire) on the *x* axis (i.e. as 0). That is, the original response of 3 has been converted to zero, with the original 1 becoming +2, and the original 5 becoming –2. It was hoped that this conversion would have made any charts clearer. The questionnaires and any charts generated from responses to them, were intended for use with teachers and pupils, as part of school development processes, and they were indeed used for such purposes during Stage One and Stage Two of the research. Clarity of presentation and of language was, therefore, a high priority, independent of the need for clarity in this thesis.

Pupils in Hardcastle Year 8

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*	*31* *
Good working conditions	1	1	1	1	2	1	0	1	2	0	1	2	1	-2	1	1	1	1	1	-2	-1	-2	-2	1	-1	2	-1	0	0	2	
Adapts to changing circumstances	2	-1	2	2	0	1	1	0	0	1	2	1	2	-2	1	1	0	0	1	2	-2	1	2	-1	-2	-1	0	1		1	
High academic standards	2	2	2	1	2	2	2	2	1	2	2	2	2	-2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Ethos or sense of community	-2	-1	-1	-2	-2	0	-2	-2	-2	-2	-2	1	0	-2	0	1	-2	2	0	-2	-2	-1	-2	-1	-2	1	0	-2	0	0	
Staff are trying to care for the pupils	0	1	2	2	-1	1	1	0.5	-1	-2	0	2	0	-2	1	2	-1	2	1	-2	-2	1	-2	1	-1	-2	2	1	2	-1	
Staff are trying to care for each other	1	-2	0	0	2	-1	0		1	0	2	2	-1	-2	1	0	1	2	1	0	-2	-1	2	-2	-1	-1	1	-1	2	2	
Individual more than collective goals	-2	-2	-1	-1	1	-1	-1	2	1	2	2	2	-2	2	0	-2	-1	-2	0	2	2	-2	2	-2	2	2	0	0	0	2	

(C) Teachers

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*	*31*
Integrate	1	0	1	-1	0	1	1	1	2	0	2	2	2	2	1	1	1	1	2	-2	-2	1	2	-2	-1	2	1	1	2	-1	
Appreciate	1	-1	-1	1	1	2	2	2	-2	2	2	2	2	-2	1	0	0	2	1	-1	-2	2	-2	1	-1	2	1	2	2	0	
Gain Skills	2	2	2	2	2	1	1	2	1	1	2	2	2	0	2	2	1	2	2	2	2	2	2	1	1	-2	2	1	2	0	
Ideas	0	-1	1	2	1	0	1	0	-2	1	0	2	1	-2	1	2	-1	2	2	2	2	2	2	1	1	1	0	0	2	-2	
Useful & Helpful	2	1	1	0	0	1	0	2	-2	-2	2	2	2	-2	1	1	1	2	2	-1	-2	2	-2	1	2	-1	1	1	1	-2	
Creative	0	2	2	1	0	2	1	2	-2	-2	2	2	0	-2	1	2	2	2	2	0		2	-2	0	2	-1	0	2	2	-2	
Independent & Tolerant	2	0	1	0	1	2	2	2	-2	-2	2	2	2	2	1	1	1	2	2	0	2	2	2	1	-1		1	2	2	-2	
Learn & Adapt	2	-2	-1	2	2	2	2	2	-2	2	2	2	1	-2	1	2	2	2	2	0	2	2	2	2	2	-1	0	1	1	-2	

(B) Managers

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* A pupil had been given the questionnaire, but, having 'doodled' on it, the pupil did not respond to any of the questions (and gave no reason for this). This is therefore regarded as a response, albeit a 'null response', and is not taken as evidence of a less-than-100% response rate. The same is true of responses by pupils 115 and 151 in Appendix 23, below.

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*	*31*
My work important	2	0	1	2	0	1	1	0	2	1	0	2	0	2	1	1	-1	2	2	-2	-2	-1	2	1	-1	2	2	1	1	1
Act superior	0	2	1	0	2	2	2	2	-2	2	2	-1	1	-2	2	2	1	-2	2	2	2	2	2	2	2	-2	1	2	1	2
My welfare	2	1	1	1	0	2	1	-1	-2	-2	-2	2	-1	2	1	2	1	2	1	1	-2	1	2	2	-2	0	2	0	2	0
Community	2	-1	0	0	0	1	1	2	0	-2	2	2	2	-2	1	1	1	2	1	-2	-2	1	-2	1	-2	1	2	1	2	-1
Use skills	0	2	-1	-1	0	2	2	2	-2	-2	2	2	2	-2	2	1	2	2	1	1	-2	2	1	2	-2	2	2	-1	2	0
Communicate	1	1	0	-2	1	0	1	2	1	2	2	2	2	1	2	2	2	2	1	1	-2	0	2	2	-1	-2	1	-1	1	2

(D) Pupils

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*	*31*
Try for academic success	2	1	2	2	1	1	1	1	-2	0	0	1	0	2	1	2	2	2	1	2	-2	2	2	1	2	2	1	0	1	1
Belong to a community	1	2	1	1	0	0	0	2	-2	0	2	2	1	0	1	1	2	2	1	-1	-2	-1	-2	1	-1	1	0	1	1	-2
Think staff care for them	2	-2	0	0	-2	2	-1	-2	-2	-2	-2	1	-1	-1	1	0	-1	2	1	-1	-2	-1	-2	0	-2	0	-1	-2	1	-2
Support each other	2	-1	-1	-2	-1	2	-2	-2	0.5	-2	-2	0	2	1	1	-2	1	0	0	-2	-2	-1	-2	1	-2	-1	0	2	1	-1
Avoid work	-2	-2	-1	-1	1	1	1	2	1	2	2	1	2	2	0	1	1		1	-2	2	1	2	-1	1	-2	1	0	0	-1
Express own views/opinions	2	2	0	0	1	1	0	0	-1	2	2	1	1	1	1	-2	2	2	1	2	-2	2	2	0	-1	-1	0	2	1	-2
See school as important	2	-2	2	2	1	2	1	2	1	-2	2	0	0	1	1	0	1	2	2	0	-2	-1	-2	0	-1	0	-2	-2	1	0

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

1: "The teachers should be more strict and not tolorate bad beahavier and supply teachers should be treated equaly. Teachers should listen to the pupils side of the story."

2. "A new Football pitch, some new toilets and better Classroom phissilities."

5: "I would like some of the teachers to Change like sometimes we have a good lesson and nobody likes it because of the teacher. Also maybe Fridays could be part of the weekend."

6: "I wude like to se a good discipline in Hardcastle good lurning a mine harder lurning and litlubet moir recreacion class to have litle bet longer."

7: "I would like to see goal posts and a bit of turf where the goal area is. Also the toilet Facilaties improved From smelly and uncomfterble conditions."

8: "I would like to see shorter dinner ques and more staff in the cantine. I would also like more comfy chairs because the wooden ones ives you back ache."

9: "(AVOID !)" [Presumably, the pupil was indicating that one should avoid the school altogether, rather than change it.]

10: "Better teaching and more experiemental work and more creative work to help us develop our skills*. Also stop talking less and let us do more work in classtime."

11: " More staff at dinner, and play time. More comfortable chairs also rewards for good work apart from merits."

12: "I would like to see teachers send homework on the right H/W days. Make it a rule in Hardcastle stricktly for H/W to be sent on the right day. More teachers on duty and for 1 or 2 to be in the most suspicious areas were people smoke. Aswell for teachers to be more stricter in punishment against people who try to act out of trouble by lying of something serious. Or over the issue of H/W. To be more stricter and punish someone for not bringing in the H/W for the date set. Not to hesitate."

13: "Teachers to be more strict. Also help us do more experimental work, also to do more creative work to improve our skills*. A longer day. EG. Three afternoon lessons a day."

14: "better foods less work not so long better sports for PE more computers not to

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* See note attached to response of pupil 13.

* The similar wording in parts of this response and the response of pupil 10 suggests they may have collaborated. However, as the overall responses are different, the independence of the responses does not seem to have been entirely compromised.

walk to building to building for lessons."

15: "The changes I would like are everyone should be able to voice there own veiws, and I would like a swimming pool."

16: "I would like my school to have more money so we couls have better fersilities. And start ealy so we can go home early. I would also like long P.E lessons."

17: "The changes I would like would be for some of the teachers, because some of them I realy hate."

18: "I think that the new changes made to the school canteen are very unhealthy. I use to eat the deliciouse pies etc but now I bring a packed lunch because the chips burgers and coke are very un healthy for the long run I dont mind paying a bit more but I totaly dislike the fast food in the canteen and wish they would change. I would be very greatful if they changed back to the cooked dinners. Now the ques are even longer and its not healthy as everyone will become couch potatoes!"

19: "The changes that I would relly really like are that we could have a reptile houses so we could conservat different types of geckos and iguanars."

20: "Get rid of [name of teacher] and [name of another teacher], let us wear trainers us have our own say, not like [name of teacher] and [name of another teacher]"

21: "get rid of [name of teacher] and [name of another teacher] and get rid of smelly teachers with tight cloths and have equal rights as teachers do"

22: "Teachers should have more teaching training, and learn to treat the pupils a bit more like adults."

24: "New toilets. longer brake"

25: "let everyone out of the school and let us have our own say and get rid of [name of teacher]"

26: "A pro to teach us football."

27: "More tolerance and more strictness. Pupils should be punished more and pupils should respect the teachers more. There should be better supply teachers and stricter ones."

28: "There are a few changes I would like to see in Hardcastle school. The main thing is the school needs much more equipment."

29: "I would like work to be marked more regularly and for there to be more diseplin."

30: "To let the teachers hear our side of the story and be more friendly so we see learning as fun, not as a chore."

Pupils in Hardcastle Year 10

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Good working conditions	0	-1	1	0	0	-2	0	1	0	-2	0	1	1	1	0	0	0	
Adapts to changing circumstances	0	1	1	1	-1	0	1	0	-1	-1	-1	1	-1	2	1	0	0	2
High academic standards	2	2	1	2	1	0	2	-1	0	1	1	2	2	2	2	2	2	2
Ethos or sense of community	-1	-2	-2	-1	0	-2	-1	-1	-2	-2	-2	0	0	1	0	-2	-2	0
Staff are trying to care for the pupils	0	1	-1	1	2	1	0		0	0	0	2	1	-1	0	-2	0	-1
Staff are trying to care for each other	1	0	-2	2	1	2	2	1	0	2	2	2	0	2	2	2	1	2
Individual more than collective goals	0	0	-1	1	1	2	1	2	0	0	1	-2	1	2	2	2	0	2

(C) Teachers

	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Integrate	1	1	0	2	1	0	2	0	0	-2	1	2	1	0	0	0	1	-1
Appreciate	0	2	0	1	0	2	1	1	-2	2	1	1	1	-2	-2		1	-2
Gain Skills	1	2	1	2	1	0	2	2	-1	1	1	2	0	2	2	1	2	1
Ideas	1	1	1	1	2	0	1	1	0	1	0	2	-1	0	0	0	1	0
Useful & Helpful	1	0	-2	1	0	0	1	1	0	1	-1	1	-1	0	0	1	1	0
Creative	1	1	1	0	0	0	0	1	0	2	0	2	0	-1	-1	0	2	-1
Independent & Tolerant	1	1	1	2	1	0	2	2	1	1	0		1	1	1	1	1	
Learn & Adapt	1	1	1	1	1	0	1	2	-1	2	1	2	1	0	0	1	0	

(B) Managers

	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
My work important	1	1	-2	2	0	0	2	0	-1	1	-1	2	2	2	2	0	0	2
Act superior	0	1	2	1	1	1	1	-1	0	0	1	1	-1	-2	-2	1	0	-2
My welfare	1	1	1	2	0	-1	2	-2	0	0	0	2	0	1	1	0	2	2
Community	1	1	-1	2	0	-1	2	-1	1	1	1	1	0	0	0	-2	0	0
Use skills	0	0	1	0	1	0	0	1	1	2	1	1	-1	0	0		0	0
Communicate	1	-1	1	-2	1	0	-2	1	-2	2	0	0	1	1	1		1	2

(D) Pupils

	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Try for academic success	0	0	1	0	1	-1	0	2	2	2	2	2	2	1	1	0	2	2
Belong to a community	1	1	-1	-2	-1	-1	-2	0	-1	0	-2	1	0	0	0	-2	1	0
Think staff care for them	0	0	-2	-1	0	-1	-1	-1	0	-1	0	1	0	0	0	-2	0	-1
Support each other	0	-2	-2	0	0	-2	0	-2	1	-1	1	0	1	0	0	-2	1	0
Avoid work	0	0	0	0	1	2	0	1	1	-1	1	2	2	2	2	0	0	
Express own views/opinions	1	-1	1	1	1	1	2	0	1	1	2	2	1	1	1	0	0	1
See school as important	0	0	-2	0	0	-1	0	0	1	2	-1	1	2	2	2	0	0	2

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see'. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

32: "Going out of shcool
less time, shorer lessons, leting us go out of the school, freeperieods, homework lesson softer school extra lessons, mixed school."

33: "I would like to have the rules on uniform relaxed. We should be allowed to wear trainers and hats outside of school. The school cantien needs to be changed by having a bigger range of food for vegetarians. More Attention should be paid to the School council."

34: "I dont want uniform, I want to be able to eat in class, I want to be able to wear hats in and outside school. And Wlkmans should be alowwed."

35: "I would like to see all pupils work together and not mess about for them to have some respect. I would like the school to act as adults and take interest in work."

36: "I think teachers must give out tougher punishments, so pupils will not do the same thing again."

37: "I think the teachers should make changes. School starts too early and I would prefer if it could starts much later. There should be a lift in the school buildings to save time walking up the stairs."

38: "Upper school to be allowed out of school at break and lunch time and for the central Heating to be on when it cold not when it's hot."

39: "for a start the dinning area was a really stupid idea, and this school really lacks homework an every day of the week. Lesson not prepared. Need the follow martial arts or self defence (Karate, Judo) for P.E."

45: "i think the school should be mixed."

46: "What I would most like to see change in Hardcastle [+ crossed out 'is that']"

48: "going out of school at lunch and break time. Don't wear any uniform."

49: "I would like the school to be mix"

Pupils in Roundabout Year 7

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Good working conditions	0	2	0	0	1	1	1	2	2	2	1	2	2	1	2	1	2	2	2	2	1	1	2	1	1	2	1	2	2	1	2	1
Adapts to changing circumstances	1	0	0	-1	2	2	2	1	2	2	0	0	2	0	2	1	-2	0	2	2	0	0	1	2	0	2	0	-2	0	0	1	0
High academic standards	2	2	0	0	1	2	2	2	2	1	2	2	2	1	2	2	-1	2	2	2	2	0	2	2	2	2	2	1	2	2	2	2
Ethos or sense of community	2	1	0	-2	0	2	-2	1	1	2	2	0	0	1	-2	1	-2	0	-2	0	1	1	1	1	2	1	1	-2	1	1	-1	1
Staff are trying to care for the pupils	1	0	1	-1	-1	1	0	1	1. 5	1	1	2	0	1	0	1	2	1	2		2	0	0	1	1	2	0	0	1	1	-1	2
Staff are trying to care for each other	0	1	0	2	2	2	2	1	2	1	1	2	0	2	2	2	-1	1	2	0	2	0	0	0	2	2	0	0	0	2	1	1
Individual more than collective goals	-2	-2	0	-2	-2	-2	0	-2	-1	1	0	1	1	-1	2	1	-2	-2	2	-2	-2	-2	-1	0	0	-2	1	-2	0	1	0	2

(C) Teachers

	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Integrate	1	0	1	2	2	2	2	1	2	2	2	2	2	2	2	2	0	2	2	2	2	0	0	1	2	2	0	1	2	1	1	0
Appreciate	1	-1	0	2	-2	2	-1	1	1	1	1	2	2	1	2	2	2	2	1	2	2	0	0	2	2	2	1	2	-1	2	0	2
Gain Skills	1	-1	0	0	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	-1	-1	2	2	2	2	0	1	2	1	2
Ideas	1	-1	0	2	2	2	1	2	2	2	1	2	1	2	2	1	-2	2	2	2	2	0	-1	2	2	2	1	1	1	2	2	2
Useful & Helpful	1	0	0	0	2	2	-1	1	1	2	1	2	2	1	2	2	-1	2	1	2	2	2	-2	2	2	2	2	-2	0	2	1	1
Creative	-1	0	1	1	2	2	-2	2	2	2	1	2	2	0	2	1	2	1	2	2	2	2	-2	2	2	1	1	2	-1	2	2	2
Independent & Tolerant	0	1	1	-1	2	2	-2	1	2	2	2	2	2	0	2	2	2	2	2	2	2	2	-1	2	2	2	0		-1	2	2	2
Learn & Adapt	1	2	1	1	2	2	1	1	1	2	2	2	2	2	2	2	0	2	1	2	2	2	-1	2	2	2	1		1	2	2	2

(B) Managers

	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
My work important	2	0	1	0	1	1	-2	-1	1	2	2	-1	2	2	0	1	-2	1	0	2	2	0	-1	1	1	2	2	2	1	1	0	2
Act superior	2	1	2	2	-1	2	-2	0	-2	0	1	2	2	1	2	1	0	2	2	-2	0	2	0	2	2	-2	1	2	-1	2	1	2
My welfare	2	0	1	-1	1	2	0	1	1	1	1	0	1	0	1	2	-2	1	2	2	2	0	-1	2	-2	2	1	2	0	1	0	1
Community	2	2	0	0	0	2	1	1	1	2		2	0	1	0	1	-1	2	1	2	2	1	-1	2	1	2	1	1	1	2	0	1
Use skills	2	1	1	1	2	2	2	-1	2	2	2	2	2	1	2	2	-2	2	2	0	2	0	-2	1	0	2	2	-2	2	0	1	0
Communicate	-2	1	-1	-2	-2	1	2	-1	2	0	0	-2	1	0	2	2	-2	1	1	2	0	-2	-1	1	1	-2	1	0	1	0	1	-2

(D) Pupils

	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Try for academic success	2	2	-1	-1	2	2	2	2	2	2	2	2	2	2	2	1	2	0. 5	1	2	2	2	2	2	1	2	2	0	0	2	2	2
Belong to a community	-2	1	0	0	-2	2	0	0	0	2	1	1	2	1	0	1	0	1	-2	2	2	0	0	2	2	2	2	-2	0	1	1	2
Think staff care for them	0	-1	-2	-2	-1	2	0	1	1	1	0	0	1	1	-2	1	-1	1	0	-2	2	1	1	2	0	0	1		0	1	1	1
Support each other	0	0	0	1	1	2	2	-1	2	2	0	0	2	0	2	1	-2	0	-2	-2	2	-2	-2	-2	2	1	2	2	0	0	1	1	0
Avoid work	1	-1	2	2	-2	1	2	2	-1	0	-1	-2	1	-1	2	1	0	1	0	2	-2	2	2	0	0	-2	-2	2	-1	0	-1	-2
Express own views/opinions	2	2	1	1	2	2	1	-2	2	1	1	1	2	1	2	2	-1	0	0	2	2	-2	-2	2	2	-2	-2	2	-1	2	1	2
See school as important	2	0	-2	-2	0	2	1	0	0	2	2	2	2	2	0	-1	1	0	0	0	2	0	0	2	2	2	2	1	-1	0	2	1

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see', and responses to other items, where indicated. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

50: "To be able to use the lifts, to have more say, less home-work for the year 10s to treat us as equals The uniform should be less expensive because the skirts rip to easy. They ask for to much money. Don't put us into ability groups."

51: "I think there should be more lifts installed all over the school and that we should be able to use them. That teachers don't give out a lot of homework because the teachers say that we should only get 2 homeworks a night and we sometimes get 4 or 5 homeworks per night. I don't think we should get detentions just because we forgot our books for lesson. A few months ago the teachers said that we were not allowed up the english stairs, I think we should be allowed to go up the stairs because now we have to go all round the school to get to the lesson. I think we should be able to go swimming once a week. I think we should have a summer uniform."

52: "The school uniform should be more neat + tidy (I don't feel it is complete). The teachers should be more gratefull for the work the pupils performe. The teachers don't always try theire best to teach us. Our lessons should be eg 30 min and we should have 8 lessons a day. I think we should have a summer uniform. We should finish school on Monday eg 1.00 pm Tuesday 5.00 pm Wednesday start school at 1.00 pm etc ..... It should be a mixed school. There should be a tunnel or something so that we can get from one side of the building to another in the winter not going out in the air. The teachers should talk to us individually, not in a group because some children are shy."

53: "I think we should wear a tie. We shouldn't have to wait outside the classrooms. We should be able to go out for lunch. I think we should have 5 lessons a day which last an hour. The teachers should stick to the rules and give pink slips when you are bad and gold slips when your work is good. I would like swimming pool which we could go to. I think we should have more sport places. We should have a summer uniform. The teachers are to stricked, when we are late for a lesson. Year 11 always bose us around and think they are teachers. They should stick to the rules about rules about test because I was not in on the day they had a test. I had it the day I got back and I got of 90° and I should have got a gold slip but he said it was not in test conditions."

54: "What I would like about the school, to change is the tuck shop. The prices are too high. Roundabout could lower them by buying more goods and selling them for a lower price. Also, I think that the atitude of higher classes should change because when you are in the first year you can get bullied. I think that the teachers should change the rules and give out pink slips to pupils who bully other pupils. Also I don't think the teachers are fair in giving out gold slips. They only give out loads of gold slips to their form. Like [name of teacher] with his gold slips! He just gives them out to his form and when they don't forget to bring the register down for a week. Nearly all his form have a gold seal. When we have him for maths he's so stingy with his gold slips but when someone forets their

maths books they get a pink slip. Some teachers need a real change. Thank You"

55: "When you get a detention most teachers make you stay behind that night so your parents get worried about you, so I think that they should let your parents know that evening by sending home a letter and then we could have a detention the next evening and your parents wouldn't worry. Some teachers (like [name of teacher]) discourage you. Like when we have French he only claps with 2 fingers if you get something wrong so they should engourage us more."

56: "I wish they wouldn't ask for money so much and not to have it in time. Not to pressure us so much on doing our work. I wish that they wouldn't give us so much homework. I would let us have school dinners and pay them late."

57: "To have better changing rooms, to have the toilets nearer to us. To do all the building in the holiday Give us longer time for break & for lunch now."

58: "To make the school better I would put a few more computers in the school for people to do thier homework on. The teachers if necessary should go on a course so that they can understand us more. Their should also be a suggestion box so if we have a suggestion we can put it in the box. We should also make a box or a school magazine for us to send in our problems. We should then get one free (or a pinboard) for the answers to go on"

59: "I would like to see the pupils aloud in the lift because there is too much stairs. I would like longer break because then the tuck shop has along que by the time you get your food the bell rings. Also we should be able not to wear our blazers in the summer or a summer uniform"

60: "For the teachers to be less harsh on children. To have more choice for school dinners and get more than 3 things for cold dinners. The teachers would mark our books more often. So we can get more marks and gold slips as it is unfair that we lose out in marks. We should have a longer break and lunch times. Someteachers are unfair because they don't give out gold slips for good work only high marks in test's. There should be more tables and charis in the dining areas. Tuck shop prices are to high. Diaplinery action."

61: "I think that our maths teacher is not fair Because He gives them out like there water. They could also make the tuck shop bigger. I think that [name of teacher] really gives us the shivers. Because she is alway giving out pink slips like water."

62: "The truck shop at break time I think they could make it a bit bigger so more people can go in a lot at a time. Teachers. I think they could do somethink a bout the teachers becaue they are a bit strick."

63: "Sometimes I feel a bit inferior to years 10+11, but I suppose that is because I'm only in year 7, I also think that lunch hours should be longer because we wait in the que for so long that we are hurried to eat our lunch, and because we have hot and cold, in cold we can only get 3 things, which I don't think is enogh and I think that the 'hot' dining room should be bigger with more chairs and tables because it is sometimes cramped. I also think that teachers shouldn't be stingy

with goldslips, and in history I don't like the idea of sitting in alphabetical order in case you fall out with some-one who sits next to you."

64: "I would like [name of teacher] to stop scering us because she is so streikt shell give someone a heart atack so if she get's payed good mony I'm sure she'll be a lot happier. I think the school can change by getting more training for the teachers and making the class rooms abit bigger because the school can only change if the teachers change"

65: "I would like there to be lifts because our books are quite heavy to carry up the stairs. I would like some of the teachers to make learning more fun for us because if it gets boring we don't realy listen. I would like more changeing rooms around the school and cleaner toilets and in the winter the classrooms get cold so I would get warmer rooms. to make these changes the school would need more money so they should have more fund raising events to raise more money for theese changes."

66: "[What are the teachers and lessons like?:] funny but sometimes they get agree for something we didn't do. Teachers alright [What are the people like who run Roundabout?:] Alright not brillant [What are pupils in Roundabout like?:] Some of them are very rude but some of them are alright. [What changes would improve the school?:] Make the building bigger and have more teachers also for them to understand the pupils. To make the teachers understand the pupils. Explain how to do the homework. Building bigger to make more stairs. Teachers not to talk to the pupil as if they were babies. Changing Rooms to be not to be far and to be bigger. For the school not to ask us for money. Not to give us a lot of homework. Teacher's should wear a uniform. Dinner to be much better."

67: "1 I think it is unfair that some of the older girls can just be rude to year 7's
2 I think the teachers should explain work better.
3 I think teachers should let us explain things, if we do something wrong and then punish us.
4.I thik the changing rooms should be bigger because thier quite cramped and they're to far away.
5 If we do something right we hardly get praised but if we go wrong they really punish us, so I think they should praise us more (but only if we do something well.)
6 I think we need more stairs to get to the libary from the E.2 etc. rooms."

68: "I don't really think I would change anything about this school. I like it the way it is now. Oh well maybe I would like some more changing rooms and cleaner toilets. And maybe warmer room in the winter. I think a school bus wouldn't hurt but it might be a bit expenceive. Or If you do have one it could be for say people that live far away and need to get the train to school."

69: "In Roundabout I would like and the chaning rooms back because they made our ones they have made into class rooms so we have to go into year 11 chaning rooms. In the summer we have to were our blazes and I think we should not have to because it will be to hot and there be very heavy and the teacher in stead of just say you got a pink silp they should tell us what we have done."

70: "I would like there to be a lot of school trips because there is none in Years 7, 8, 9. The teachers make us work hard which is good but sometimes they are to

strict only some teachers, to improve I think we make them mad by annoying them
Some teachers are really strict sometimes because they are in a bad mood and the take it out on us, but on the whole the teachers are brillent although they make us work hard.
The school is building 2 more year 7's which is a lot so how are they going to build 2 extra year eights, nines, ten, and Eleven.
I think that there should be more activates in Roundabout because we always work hard.
Also we should have a summer uniform because the blazers, blous, jumper, and skirt, are more thicker which the sun will be out and we will be very hot.
To get to our lessons we have to go the long way round which makes us late for lessons and the teachers get strick so we should be able to use all stair case.
There are only toilets in 2 places which is very far away if we have to go toilet which is for away from some classes."

71: "Have better changing forcilitys by not changing the old changing rooms into classrooms. Nicer + cleaner washing forcilitys by leting us use the shower after PE + leaving the sinks in the loo when there open!!! I think they should do the building during the Hoilday and have some week trips for 7th years as well as 11th 10th and 9th! They should have a longer lunch time by making it 1 hour in stead of 45 lousy miits."

72: "To have better changing rooms by not changing the old changing rooms into class rooms. Nicer and cleaner washing forcitys, by letting us use the shower after PE and leaving the sinks in the loo when there open!!! I think when they are making of fiking thing they should do it in the holiday. And to have more trips which are cheap, but to let the 7th year go to trips aswell because we hardly don't go to trips. To have bigger doors, because sometimes crowded."

73: "When your late for school one morning and not even 2 minutes late the the teachers standing at the gate gives you a 15 minute detention I think they shouldn't give you a 15 minute detention maybe a detention of how many minutes you were late."

74: "The changes I would do are: to get bigger changing rooms because they are always crowded, when they give out gold slips that they don't forget. There shouldn't be so much long ques for lunch They should keep the pond clean and clear all the leaves out. When they give out detentions they should do it on one specific day eg. Wenesdays so if children are late home that day, the parents know why. There should be a telephone box because normally children can't call their parents from the office. When we do outdoor P.E there should be hangers or a clean place to put our bags and blazers. Some teachers give their form class gold slips for going up and getting the register. It's not fair that we are not allowed to go up the English stairs and if a teacher catches us we get a pink slip or detention when the 10th years get away with it."

75: "I would like a tie in the school because the uniform doesn't look complete (I would prefer it to be blue). I would also like to leave at lunchtime. Their should be some school pets and a pond in the garden. I would like to have only 5 lessons a day and I would like them to each last 60 min. We are also supposed to have 2 subjects of Homework a night and we often have at least 3. We should be able to go swimming."

76: "I would like to see a swimming pool in Roundabout because not many people know how to swim so instead of wasting money in other swimming pools to learn how to swim. They could save money and learn in school. I think school dinners should improve because sometimes there really horrible and I don't get to eat anything so the rest of the day I'm really hungry. I would really like to use lifts on for pupils because the stairs are really narrow and there is also a traffic jam all the time. I would really like to get less homework because nearly everyday I go to bed at 10:00 pm doing only my homework. I would really like to wear boots in the winter because wearing normal school shoes it gets really cold and my feet would be freezing all day."

77: "I would rather wear a school tie because wearing the blouses by them selves makes you look like a total dummie. I would like to have a better education because in the school They don't teach you that much about anything. I would like the school to be mixed not an all girls school because other girls might start getting funny around you. They should stop giving so many detentions. Instead of finishing 3:15 we should leave at 3.10 and they should let us go out of school to by our own lunch. We should also be able to use the lifts instead of walking up and down the stairs. I don't think they should make us have six lessons a day because in the end we probaly end up getting 5 lots of homework a night. I think we should have a summer uniform because this uniform is to stuffy"

78: "The changes I would most like to see in Roundabout are: The younger years would go on school-outings more frequently, maybe our break-time should be a bit longer, pay-phones should be installed and maybe a hockey-club! I think that Roundabout should have a much more bigger changing room. Also, we should have back our apple-pies from the Tuck-Shop. And in cold dinners we should have more than three things, and usually there are no drinks left if you are last for dinners. Maybe we could be allowed back up the stairs near the English Department. I think the teachers are good and you learn a lot of things. Sometimes I think that when one of our teachers are not in ie. Dance, there should be a teacher who can teach Dance or whatever subject, not somebody who tells you to do your homework or read."

79: "Some teachers to stop giving out pink slips so easierly. To have two separate changing rooms one in one building and another in a different building. To change the school dinners every day because sometimes they put yesterday's pudding on. In science to have more trips outside to the pond to find out what sort of living organism is in there. To have more break time because when people is getting changed by the time they have got changed the breaktime is already over. To have a teachers, pupil meeting so that the children has rights and they can express there opinion (so all pupil could attend the meeting) On some days you could go out of school to get your own lunch. So you could decide if your going to have school dinners or another lunch from somewhere else."

80: "For teachers not to be so harsh on the pupils. Better school dinners, e.g. pizza. Explain the homework better. Not to put the students down so much. The teachers would mark our books more. Not to give so long a detention. The teachers should <u>not</u> raise there voices at the student. If students that they have done thier <u>best</u> then they should get a Gold slip. For teachers not to be vexed all the time. To understand the students now"

81: "I would like the teachers better if they didn't try to make you laugh all the time and they make a mistake not to say just testing. I think they should be longer for lunch. And there should be carpeted floors. Because the chairs squeak against tiles I think discplinary should be taken more seriously especially with bullying. There should be a wider collection of dinner like things people like most of all salad. I feel the teachers are stingy with gold slips but if someone forgets something they give a pink slip and don't give you enough time for you to explain what happens. Personally I think it's a waste of trees. And if you've done your homework and you foret your book at home, you get a 1 hours detention or more.
School dinners
If you book a late lunch to go to netball e.t.c. the cooks should save food for you because once you've finished your club there's nothing else for you to eat.
Back to Gold slips
Most teachers are really soft and give out Gold slips unnecessarily but when the pupils swap over teachers next year their going to hear it hard to cope.
Thankyou for reading my views"

Pupils in Roundabout Year 10

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	10 0	10 1	10 2	10 3	10 4	10 5	10 6	10 7	10 8	10 9	11 0	11 1
Good working conditions	1	-2	1	1	1	1	1	1	2	1	1	2	1	1	2	1	2	1	2	1	2	2	2	2	1	1	1	1	1	1
Adapts to changing circumstances	-1		1	-2	-1	0	0	2	2	0	-2	1	1	2	2	0	-2	0	-2	1	1	1	-2	1	1	-1	1	-1	1	1
High academic standards	1	2	2	1	1	2	2	2	0	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	0	-1	2	2
Ethos or sense of community	-2	-2	1	-1	-2	0	-1	-1	1	-1	-2	2	-1	2	0	-1	-2	-1	1	-1	1	-2	-2	-2	-2	-1	-1	2	1	-2
Staff are trying to care for the pupils	-1	-2	0	-2	1	0	-1	1	1	1	1	1	1	1	2	-1	-2	-2	2	0	1	-1		0	0	-2	-1	-1	1	-1
Staff are trying to care for each other	2	2	-1	-1	0	0	0	2	2	2	2	2	0	1	2	1	0	-1	2	1	1	2	2	2	1	1	0	0	2	-1
Individual more than collective goals	2		-2	1	1	-1	2	1	1	2	-2	2	0	2	0	0	0	0	-2	1	2	0		2	0	-2	1	2	0	1

(C) Teachers

	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	10 0	10 1	10 2	10 3	10 4	10 5	10 6	10 7	10 8	10 9	11 0	11 1
Integrate	0		-1	1	0	1	0	2	1	0	2	1	1	2	2	0	-2	0	2	-1	0	1	2	2	-1	0	0	-1	1	0
Appreciate	1		-1	0	1	0	0	2	0	0	0	2	0	1	0	2	0	0	0	0	1	0	2	2	0	0	1	1	1	2
Gain Skills	1		-2	1	-1	2	2	1	1	1	2	2	2	2	0	1	2	1	2	2	2	2	2	2	2	2	0	2	1	2	1
Ideas	-1		2	0	-1	2	1	1	2	2	2	2	1	1	2	2	2	0	2	2	2	2		2	2	1	1	1	2	2
Useful & Helpful	-1		-2	-1	1	0	0	1	0	1	1	2	0	1	2	0	-2	0	2	0	0	-2		0	1	-1	0	0	2	1
Creative	0		-2	0	-1	1	1	1	2	1	2	2	1	2	2	2	1	1	2	1	1	-2	2	1	-1	-1	-1	0	1	0
Independent & Tolerant	2		1	0	0		2	1	0	1	2	1	0	2	2	2	-1	1	1	0	1	-1		2	1	2	1	-1	1	2
Learn & Adapt	0		1	1	-1	1	1	2		2	2	2	-1	2	0	2	-2	1	2	2	1	-1	-2	-2	1	0	1	-1	2	2

(B) Managers

	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	10 0	10 1	10 2	10 3	10 4	10 5	10 6	10 7	10 8	10 9	11 0	11 1
My work important	-1	-2	1	0	-2	0	0	1	1	-2	2	2	0	2	2	0	-1	-2	2	-2	-1	-2	-1	0	0	1	1	1	1	-1
Act superior	1	2	0	0	2	1	1	2	1	2	1	1	1	2	0	2	1	1	-2	-2	-2	2	-2	-2	-2	-2	0		1	-1
My welfare	2	-2	1	-1	1	0	0	-1	0	-1	0	2	1	1	1	0	-2	-1	2	1	1	-1	-1	1	-1	-2	1	-1	-2	0
Community	-2	-2		1	0	0	0	1	1	1	0	1	1	1	0	0	0	-2	0	-1	1	-2	2	-1	-1	-2	0	-1	1	1
Use skills	-2	-2	1	1	-1	1	0	1	1	2	1	1	0	-1	-2	-1	2	2	2	0	-1	-1	0	0	0	-2	2	-1	2	0
Communicate	-2	-2	-2	1	-2	2	0	2	0	1	0	1	1	1	-2	2	-2	-1	2	-2	-2	-2	2	0	1	-1	1	-2	1	2

(D) Pupils

	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	10 0	10 1	10 2	10 3	10 4	10 5	10 6	10 7	10 8	10 9	11 0	11 1
Try for academic success	0	2	1	1	-1	1	1	1	2	1	2	2	1	2	0	2	2	1	2	1	2	-1	2	2	1	-2	2	1	2	1
Belong to a community	0	-2	1	0	0	0	0	-1	2	0	2	1	0	1	2	1	-1	0	2	0	2	-1	-2	1	0	-2	2	-1	1	-1
Think staff care for them	-1	-2	-1	-2	-2	-1	-2	1	0	-1	0	1	0	1	0	-1	-2	-1	2	-1	0	-2	0	1	0	-2	0	-2	0	-1
Support each other	-2	-2	1	1	0	2	2	0	1	2	1	2	1	-1	0	2	2	-1	2	0	1	0	-2	2	-2	-2	1	0	1	2
Avoid work	1	-2	-1	0	2	-2	-1	-1	0	1	0	-2	-1	0	2	0	-2	1	1	1	1	0	-2	1	1	-2	-1	1	1	2
Express own views/opinions	2	2	1	-2	2	2	0	2	1	2	1	-1	1	1	2	2	2	1	2	2	1	2	2	2	0	-2	1	-1	1	1
See school as important	0	-2	0	1	0	1	1	1	2	1	2	1	1	-1	0	2	1	2	2	1	1	2	2	1	0	-2	1	1	2	-1

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see', and responses to other items, where indicated. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above.

82: "Playgrounds – open spaces I think that the whole construction outside is totally wrong and should be re-designed. More benches. More BINS !!! more grass and greenery. The teachers can take most of the space up – which should be ours. The releationship between the staff + pupils can get very tense at times. The teachers don't take time to get to know you personally – they have a set opinion of you from the staffroom conversations. Often they jump to conclusions and are very aggressive and pessimistic towards you – even though they don't know the reason for something. Sometimes – pupils get penalised and manipulated by certain teachers – which puts stress on them – and the whole thing just goes around in circles. The teachers and senior staf are a lot more concerned about the school image than the girls. Most of the time (especially during exams or mid-year tests) staff put a lot of pressure upon the girls to do well, and it's a very fake 'you're doing this only for yourself'. Some of the teachers are VERY biased. They seem to think that their subject is the most important – and ignore the fact that we have A LOT of other homework + terifion [unclear] to consider. Some teachers have got 'favourites' – without even trying to hide the fact – they put others down infront of the class or fellow teachers. They tend to make sarcastic comments at you, which provokes some pupils to bad behaviour. They certaintly DO NOT treat us as individuals – some of us are classified – GOOD – BAD etc. The pupils are treated as minority groups. Sometimes the teachers say really carless things and embaress you infront of the class on purpose. The uniform – I feel like a clown in this nasty BRIGHT BLUE uniform. The girls stand out on the street. Just like Jews during the II World War. The uniform is too bright. Navy, Black + Grey? Come on – we're not prisoners we're pupils!! At one time there was a school council, but that seems to have died down. Teacher tend to assume what we're like from the opinions of other teachers. The school hasn't got a bond. We're definetly NOT a family – and not even near to being Happy. Thinge like school discussions, meetings, teach + pupil meetings. The school WASTES money on nasty blue paint and carpets we can't walk on. We hate old books – the library is half empty. I can't remember an affordable school trip. Comments like 'For the skiing trip only the best pupils will be accepted – punctuality, attendeance and behaviour'. Fair? No, because the assembelly hall instantly knows who will be going. This school has made some effort but only for their image – not our capability."

83: "School dinners – absolutely disgusting. I wouldn't even feed them to my dog.
Rules – some of the rules are just pathetic
Uniform – if I had my way I wouldn't be seen dead in this uniform
Textbooks, worksheets, etc – in most lessons we have to share 1 textbook or worksheet between 3. I mean, in this day and age that is disgusting. What do our parents school funds pay for?
Toilets – The toilets in this school are APPAULING you can smell the STENCH of them in the corridors. Some of the toilets don't even flush"

84: "Better school Denners. Maybe a new uniform. Better classroom facilities such as enough text books to go around for the whole year. Maybe let fourth years out to lunch. Change some of the rules, some of them are really stupid. For example you can't go up the east wing stairs, that is really stupid because then we have to go all the way round which is a waste of time. They need to sort out the tolites, the facilities in them are disgusting, no tissue paper, no soap, the tolites don't even flush properly. It really is disgusting. Sort this school out!"

85: "I would like to uniform to change because it is stupid and also change the teachers attitude towards as as a school. I would also like some of the pupils to change the way they are. Towards others pupils. It might help I would also like to change some of school rules because some of them are really stupid and some of the teachers have favourite pupils The brainy one get lots of attention and the one who aren't so Brainy get no attention. I think that teachers should have a grudge aganst some pupil because of the way the are only certain teachers are like that ie [name of teacher], she can be is really horrible to pupils and some teachers really embarres you in front of the class, some people are really horrible to people for nothing."

86: "A change in the attitudes of some teachers and in what they say to pupils e.g. your work is terrable, I don't know why your in this school your not good enough etc (I'm not making that up) Teachers that show favouritism. I think the school should be more interested in the pupils work that appearance. A change in uniform. It's the worst I've ever seen. Not one girl in my school likes it and I've been made fun of so many times walking down the street. I doubt that anything will change as it hasn't before. The school also pays more attention to pupils who are strong minded e.g. who wont let teachers be rude to them then pupils who actually start on other pupils and threaten them etc. Some teachers (the ones I have mentiond before) can be very nice, helpfull when they are in a good mood but can be rude and very insulting when they are in a mad mood. Two teachers who do this a lot are [name of teacher] and [name of another teacher] who told me to shut up because my voice is disgusting, like a witch. The school also has so many silly rules e.g we can't walk down the carpeted stairs and we cant walk up the English block stairs only down them. This often makes us late for lessons and the other staircase is always blocked."

87: "I would like to change to uniform as in the summer the uniforms to hot and in the winter its to thin. I would like to see the dinners change, I know they have tryed to them but still, some people don't get a lot of dinner. I would like to see the teachers respect us a bit more. Some teachers do respect us but some teach is you did something really bad they hold that mistake aginst us. The main stairs are covered in carpet but we are not allowed to walk down them so you have to go right around the school to get somewear. Also I think we should have a private study periode and go on more outings."

88: "I think the uniform could be improved so it's not so feminine i.e. – wearing skirts. They won't let us wear trousers and in the winter trousers are warmer. Also, we shouldn't have a set uniform just set colours so we can buy the style we want and don't all look the same. There should be more after school games teams like gymnastics and tennis at the moment there are only netball hockey and I think we might have football. EVERYONE, should be allowed out of school at dinner time instead of just the fifth years. Also we should be allowed to use the new carpeted stairs as going all round the school makes us late for lessons. We

should do more charity work for British charities as we're always doing things for CAFOD and Bosnia and at the moment everyone's forgotten Britain to help all the other charities. We should also be albe to mix with other schools more and find out what they're doing and how they're going about doing certain project. There should also be more school trips and outings. Not only to do with school but for plesure as well. Private study period. Cafateria. Payphone in school. and card."

89: "I would like Roundabout to change in the sense of being able to speak more openly. Also we should be able to have our say when anything vital happens. Another thing is the uniform. We should be allowed to wear trousers, like some other firls schools do. On the whole Roundabout is not a bad school, and helps me to raise my ability to a suitable standard. Some teachers are very sarcastic, which makes the pupils feel very small. At some stages pupils do not feel the need to come to school. Basically because of whats going on in school as well as home."

90: "Some pupils don't get as much attension as they should."

91: "THE UNIFORM AND BLAZER. HAVE AN ACTIVITIES WEEK WHEN WE BRAKE UP FOR SUMMER E.G GO ON DAY TRIPS (ALL THE OTHER SCHOOLS DO IT) TEACHERS TO BE MORE UNDERSTANDING AND NOT TO GIVE OUT STUPID DETENTIONS (e.g. Lines)"

92: "Teachers listening to the pupils insted of just shouting their heads off. Don't give petty punishments like lines etc. Try to understand the pupils position. Ask for our opinions more, and stop trying to get at us. (Not all the teachers, only some). Give us more activities and let us mix more as a group. Stop trying to embarasse us infront of our teachers and pupils."

93: "The school lunch to be improve at the same price we pay. To have cheaper things in the cantine. To get help from teacher when you need it, but with a kindly attitude. For us to have somewhere to go at lunchtimes not just our class rooms, we have nothing to do. For the teacher to have more patients. To have more outings with the school. To have a longer lunch to study and to eat. Someone to go to when you have problems, without teacher knowing, about school, home, G.C.SE's."

94: "I would like it to be more of free school, because the are some silly rules, ie In the east wing stairs you can only go down them. More oppertunities, ie things that involves pratical things, maybe after school, ie Drama Group. More sport's to enjoy, because every year we do the same things, Hockey, Netball, Rounders, Badmington, More Outings, because you only go on a holiday in the 10th and 11th year. Something to do at lunch as there is not much to do. School Dinners could be more interesting, and also school libuary could be more affectiant. But also the pupils could be more involved instead of just thinking on some one else can do it. Also some where to eat outside would be nicer, espically in summer. And more privacey would be brillant."

95: "[What is Roundabout like as a school?:] The school is a good one you feel a part of it. [What are the teachers and lessons like?:] Teacher, can be nice when they want to, they help you also. Certain lessons are boring. [What are the people like who run Roundabout?:] The people who run Roundabout are nice people, also helpful. [What are pupils in Roundabout like?:] Year 10 are really

friendly, Year 11 are nasty as they think they are top, so they can do anything. [What changes would improve the school?:] Have more exiting lessons therefore you would learn more, in French [name of teacher] taugh us the weather, whe made it fun. I know the weather inside out. [What would you like Roundabout to be like?] A closer place to one another, the teachers being sympathetic to us.
1 Teacher, should make lessons, fun, and exiting.
2 We should never have to be baned from class.
3 We all should have more things to do will charities.
4 Pupil should be able to talk openly about their problems.
5 There should be a sixths form in the school."

96: "MORE ACTIVIES INVOLING MORE PUPILS eg. DANCE, GYM, SPORTS. WHEN OPINIONS ARE MADE, THE PUPILS GET WHAT THEY ASKED FOR. NOT WHAT EVER IS LEFT. TO BE ABLE TO ENJOY THE LAWN IN SUMMER. To TAKE IN ACCOUNT WHAT THE PUPILS THINK AND FEEL. TEACHERS TO TAKE IN COUNT THE BACKGROUND'S OF PUPILLS BEFORE SAYING THINGS."

97: "for there not to be a one way system in the stair a biggar more equipped library. For the teachers to be more understanding – for the pupils to be able to feel more open about there problems and be able to talke more. For a school pay phone. A year group common room. It would be better if there was a 6th forma t the schoo"

98: "The changes I'd like to see in school would be that teachers (female) stop being sacatic towards pupils. There is no one out of teachers, that pupils feel that they can talk to about any problems. The breaks + lunchtimes at too short. Also teachers try to compare you to Other pupils that are better than you that how you feel your not part of the school."

99: "There are a number of thngs I would like to be changed in the Roundabout but most of all the teachers. I think that teachers should listen more to their pupils. And if there have personal problems not to take it out on others (meaning the the pupils).

100: "[What is Roundabout like as a school?:] Roundabout is a community its like one big family most of the pupils know another and the teacher include themselfs with us. [What are the teachers and lessons like?:] Teachers can be moody but at the end of the day there doing it for us because they care about us. The lesson are sometimes boring but most of the time interesting and fun [What are the people like who run Roundabout?:] They are strickt but do care about our learnings and us as individuals. [What are pupils in Roundabout like?:] the pupils are great we all no one another and we talk to each other even the first years. But we do sometimes come across an argument but it would rarly be in the same year as one another. [What changes would improve the school?:] if the school had more teachers and if Roundabout had meetings = teachers with pupils disgusing disagreement and things that think that are onfare and teachers to. [What would you like Roundabout to be like?] like a big happy family.
Pupils and teachers getting together to discuss agrements or disagreements.
More teachers, other subjects, more choices for subject choices. Teachers should be disaplend for infor behavour towards pupils because we all ready get introble.

Also no more pink slips and blue slips because when we get these we worry about getting in trouble and we shouldn't have to worrie we should be worring work. Teachers also tend to not treat you like individuals if your sister has a bad reputation you are treated like her and that should be changed because what chance do we have."

101: "The changes I would most like to see in Roundabout is that all pupils and members of staff would get along well with each other. Also if a phone was put into the building so then we could pone when it is needed to. They spend more money on painting, table, carpets, then on the Libary books and computer rooms. The books are out of date."

102: "Spend more money on Computers, Book, videos etc rather than carpet that we can't walk on. Teachers can try to help the students more and also try to get more intresting books in the libary so people will read more often. Make a proper cainteen were you pay for your lunch if you want it on the day. (like in most schools)."

103: "I would like to see more opeturinites for pupils eg. Clubs that they can join such as drama clubs, dance clubs and music clubs etc. A better libary for the pupils the books aren't to good for pupils in higher years. Allowing pupils to take books out longer. Better teacher methods. Some teachers just teach you for the sake of it so you can pass the tests. A more friendlier atomophere in the classroom."

104: "Spend mony on some book for the library. There should be better mordern fiction books. I think the school waste a lot of money on library slips to take out books, it would be better to have library cards cheaper in the long run. The tuck shop should be organized better – pupils spend most of break waiting with so many people around by the time you buy the food break is over, less people will go to tuck shop because of this, school will lose money. Food would be wasted. If the tuck shop was spilit two parts hot and cold then it would be better."

105: "The teachers should try to help people where their work is weak. Spend money on more interesting Books paper better toilet facilities and not spend money on carpets and door mats. I'd like to change the teachers attidude towards certain pupils. Some in particular get picked on because their not as bright as other students and can't complete their work. Exam reasons why we got things wrong instead of shouting at us. Explain how exams work and prepare us for exam question. During my year 10 exams many teachers didn't explain work so therefore many of us went in without the correct knowledge. The school is not as good as it makes out to be, speaking from experience."

106: "Changes I would like to see are Pupils in the school to get along better with each other and to help eachother with work maybe. (ie: Higher years help lower years) Also i think teachers should cut down the homework for higher years due to coursework as I think sometimes pupils get stressed with coursework and homework. Also to redo the Libary as the books arn't up to date."

107: "[What is Roundabout like as a school?:] It's allright – except that sometimes it can get pretty boring [What are the teachers and lessons like?:] The lessons are O.K. but the teachers can be a bit boring most of the time [What are the people like who run Roundabout?:] The people who run the Roundabout school

are O.K but sometimes a bit strict. [What are pupils in Roundabout like?:] Most of the pupils are O.K. but some can be snobs. [What changes would improve the school?:] Pupils to keep the place tydier and to pay more attention in class.
1. Teachers to understand us more and to take it easier.
2. Not to make stupid rules (e.g. coming or going upstairs/downstairs through the main entrance and through the East Wing. They also make us late for our lessons (the stairs) and some teachers put us in detencion for no apparent reason like my form tutor!!"

108: "[What is Roundabout like as a school?:] Roundabout can be alright but the rules can be stupid + teachers can be strict. [What are the teachers and lessons like?:] The lessons are good but the teachers can get strict and make the lesson boring. [What are the people like who run Roundabout?:] The people who run the school are helpful if you need any help or have problems they help. [What are pupils in Roundabout like?:] Most of the pupils are kind + cheerful you can make friends easily. [What changes would improve the school?:] Better rules. Making the work easier and to definitely change uniform.
What I would most like tis that the uniform should be changed be our one is to dull so we can use a new one. The teachers can change that you can only get a pink slip for proper reasons."

109: "[What are the teachers and lessons like?:] some lessons are fun but most of them are boring [What are the people like who run Roundabout?:] Some of them are friendly a lot of them are strict.
1 To be able to use the big blue stairs again.
2 lesson to be made more fun.
3 The teachers to be more patient with pupils e.g. if the pupils doesn't understand something the teacher shouldn't get angry."

110: "I would like the school to be much more friendly as a whole. To be tolled more abat what is going not just in school time. For some teachers to be a little bit more careing, pation. For some teachs higer up the school be intrested in puplis more. Being careing thougful."

111: "I would like to see the school give pupils study priods in school time to catch up on work they missed or to do some work I would also like the school to change"

Appendix 22: Analysis of Responses to Questionnaire for Pupils in Hardcastle and Roundabout – March-April 1994

Combined Data from Pupils at Hardcastle and Roundabout

All figures to two decimal places (as recommended in Agresti & Finlay 1997: 162 & *passim*).

(A) School Priorities

	Average (Mean)	Standard Deviation	Number	Mode	Median
Good working conditions	0.86	1.07	109	1	1
Adapts to changing circumstances	0.44	1.22	108	1	1
High academic standards	1.63	0.79	110	2	2
Ethos or sense of community	-0.51	1.37	110	-2	-1
Staff are trying to care for the pupils	0.27	1.24	107	1	0.5
Staff are trying to care for each other	0.83	1.20	109	2	1
Individual more than collective goals	0.15	1.50	108	2	0

(C) Teachers

	Average (Mean)	Standard Deviation	Number	Mode	Median
Integrate	0.82	1.13	109	2	1
Appreciate	0.71	1.25	108	2	1
Gain Skills	1.37	0.95	109	2	2
Ideas	1.05	1.10	108	2	1
Useful & Helpful	0.53	1.28	108	1	1
Creative	0.79	1.30	108	2	1
Independent & Tolerant	1.09	1.10	103	2	1
Learn & Adapt	1.04	1.22	106	2	1

(B) Managers

	Average (Mean)	Standard Deviation	Number	Mode	Median
My work important	0.56	1.30	110	2	1
Act superior	0.63	1.45	109	2	1
My welfare	0.47	1.28	110	1	1
Community	0.44	1.24	108	1	1
Use skills	0.61	1.35	109	2	1
Communicate	0.28	1.46	109	1	1

(D) Pupils

	Average (Mean)	Standard Deviation	Number	Mode	Median
Try for academic success	1.22	1.01	110	2	2
Belong to a community	0.28	1.29	110	0	0
Think staff care for them	- 0.35	1.22	109	0	0
Support each other	0.08	1.44	110	0	0
Avoid work	0.28	1.36	108	1	0.5
Express own views/opinions	0.85	1.26	110	2	1
See school as important	0.58	1.27	110	2	1

Data from Pupils at Hardcastle

(A) School Priorities

	Average (mean) Y8	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Good working conditions	0.43	0.00	0.27	1.17	1	1
Adapts to changing circumstances	0.52	0.28	0.43	1.17	1	1
High academic standards	1.80	1.42	1.66	0.81	2	2
Ethos or sense of community	-0.97	-1.06	-1.00	1.13	-2	-1
Staff are trying to care for the pupils	0.18	0.18	0.18	1.34	1	0
Staff are trying to care for each other	0.21	1.22	0.60	1.38	2	1
Individual more than collective goals	0.17	0.78	0.40	1.50	2	0.5

(C) Teachers

	Average (mean) Y8	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Integrate	0.70	0.50	0.63	1.20	1	1
Appreciate	0.63	0.29	0.51	1.46	2	1
Gain Skills	1.47	1.22	1.38	0.89	2	2
Ideas	0.70	0.61	0.67	1.12	1	1
Useful & Helpful	0.47	0.22	0.38	1.30	1	1
Creative	0.69	0.39	0.57	1.35	2	1
Independent & Tolerant	1.03	1.06	1.04	1.11	2	1
Learn & Adapt	1.00	0.82	0.94	1.28	2	1

(B) Managers

	Average (mean) Y8	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
My work important	0.77	0.72	0.75	1.23	2	1
Act superior	1.07	0.11	0.71	1.43	2	1
My welfare	0.57	0.67	0.60	1.33	2	1
Community	0.40	0.27	0.35	1.33	1	1
Use skills	0.70	0.41	0.60	1.33	2	1
Communicate	0.87	0.29	0.66	1.32	1	1

(D) Pupils

	Average (mean) Y8	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Try for academic success	1.07	1.06	1.06	1.04	2	1
Belong to a community	0.40	-0.44	0.08	1.29	1	0
Think staff care for them	-0.63	-0.50	-0.58	1.18	0	-1
Support each other	-0.45	-0.39	-0.43	1.33	-2	0
Avoid work	0.45	0.76	0.57	1.24	1	1
Express own views/opinions	0.63	0.89	0.73	1.14	1	1
See school as important	0.30	0.44	0.35	1.36	0	0

Data from Pupils at Roundabout

(A) School Priorities

	Average (mean) Y7	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Good working conditions	1.41	1.20	1.31	0.71	1	1
Adapts to changing circumstances	0.69	0.17	0.44	1.27	0	1
High academic standards	1.59	1.63	1.61	0.78	2	2
Ethos or sense of community	0.34	-0.63	-0.13	1.43	1	0
Staff are trying to care for the pupils	0.76	-0.10	0.34	1.17	1	1
Staff are trying to care for each other	1.06	0.93	1.00	1.02	2	1
Individual more than collective goals	-0.53	0.50	-0.05	1.48	-2	0

(C) Teachers

	Average (mean) Y7	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Integrate	1.36	0.52	0.98	1.05	2	1
Appreciate	1.00	0.59	0.87	1.04	2	1
Gain Skills	1.40	1.31	1.36	1.00	2	2
Ideas	1.22	1.39	1.35	0.99	2	2
Useful & Helpful	1.02	0.18	0.66	1.26	2	1
Creative	1.13	0.76	0.95	1.24	2	1
Independent & Tolerant	1.23	0.96	1.12	1.11	2	2
Learn & Adapt	1.47	0.64	1.12	1.18	2	2

(B) Managers

	Average (mean) Y7	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
My work important	0.80	0.00	0.41	1.34	1	1
Act superior	0.81	0.31	0.57	1.48	2	1
My welfare	0.75	-0.03	0.37	1.24	1	1
Community	1.03	-0.07	0.50	1.17	1	1
Use skills	1.03	0.17	0.61	1.38	2	1
Communicate	0.03	-0.07	-0.02	1.51	-2	0

(D) Pupils

	Average (mean) Y7	Average (mean) Y10	Average (mean) Both Years	SD for Both Years	Mode for Both Years	Median for Both Years
Try for academic success	1.55	1.13	1.35	0.98	2	2
Belong to a community	0.63	0.23	0.43	1.28	0	0
Think staff care for them	0.26	-0.60	-0.16	1.23	0	0
Support each other	0.47	0.47	0.47	1.40	2	1
Avoid work	0.16	-0.03	0.06	1.41	1	0
Express own views/opinions	0.81	1.07	0.94	1.35	2	1
See school as important	0.75	0.77	0.76	1.183	2	1

Appendix 23: Responses to Questionnaire for Pupils in Battle Bridge – November 1994-January 1995

Responses of Pupils in Battle Bridge Y7

Agree-Disagree scores: positive agree, negative disagree

	11 2	11 3	11 4	11 5*	11 6	11 7	11 8	11 9	12 0	12 1	12 2	12 3	12 4	12 5	12 6	12 7	12 8	12 9	13 0	13 1	13 2	13 3	13 4	13 5	13 6	13 7	13 8	13 9	14 0
(A) School Priorities																													
Good working conditions	2	2	2		2	2	2	2	2	2	2	2	2	1			2	1	2	2	2	-1	0	2	1	1	1	2	2
Adapts to changing circumstances	1	1	1		-2	1	2	2	2	1	-1	2	2	2	2	2	1	2	-1	1	0	-2	-2	-2	-1	-2	-1	-2	-2
High academic standards	2	2	2		2	2	2	2	0	1	1	1	2	2	2	2	0	2	1		-2	2	0	2	1	2	2	1	2
Ethos or sense of community	0	0	0		-2	0	1	0	0	1	0	1	1	-1	0	0	0	-1	-2		0	-2	-2	-2	-2	-2	-2	-2	-2
Staff are trying to care for the pupils	2	2	2		0	1	1	0	2	2	2	2	2	1	2	2	2	2	-2		1	-1	-1	-1	-1	-1	0	-2	-2
Staff are trying to care for each other	2	2	2		2	0	1	0	2	2	1	2	2	0	0	0	2	2	1		1	0	-1	0	1	0	0	1	-2
Individual more than collective goals	0	1	0		2	-2	1	0	0	1	0	1	1	2	2	2	-2	2	1		-2	1	2	2	-1	2	-2	1.5	2

	11 2	11 3	11 4	11 5	11 6	11 7	11 8	11 9	12 0	12 1	12 2	12 3	12 4	12 5	12 6	12 7	12 8	12 9	13 0	13 1	13 2	13 3	13 4	13 5	13 6	13 7	13 8	13 9	14 0
(C) Teachers																													
Integrate	1	2	1.5		2	2	0	2	2	2	2	1	2	1			2	1	1		2	1	1	2	1	1	1	1	1
Appreciate	2	1	2		0	2	1	0	2	2	2	2	2	2			1	2	1		1	0	0	0	-1	0	0	-2	0
Gain Skills	2	2	2		2	2	2	2	0	2	2	1.5	2	1			2	1	1		-1	2	2	2	2	0	2	2	2
Ideas	2	2	2		2	2	2	2	2	1	2	2	2	2			2	2	-2		-2	1	1	1	1	1	1	2	1
Useful & Helpful	2	2	2		2	2	2	1.5	2	2	2	2	2	1			2	1	1		0	-1	0	-2	0	-2	-1	0	-2
Creative	2	2	2		0	2	2	0	0	2	2	1	1	2			2	2	1		2	1	-1	1	1	-2	1	1	-2
Independent & Tolerant	1	2	-2		2	2	2	0	2	1	2	2	2	1			2	1	0		1	2	2	2	2	2	2	2	2
Learn & Adapt	2	2	1.5		2	2	2		2	1	2	2	2	2			2	2	0		2	-2	-2	-2	1	-2	-2	-2	-2

	11 2	11 3	11 4	11 5	11 6	11 7	11 8	11 9	12 0	12 1	12 2	12 3	12 4	12 5	12 6	12 7	12 8	12 9	13 0	13 1	13 2	13 3	13 4	13 5	13 6	13 7	13 8	13 9	14 0
(B) Managers																													
My work important	2	2	1.5		2	2	2	2	2	2	2	2	2	2	2	2	2	2	1		2	0	0	0	2	0	1	2	0
Act superior	1	-1	5		0	1	0	0	2	1	1	1	0	0			1	1	-2		0	1	-1	0	1	0	0	0	0
My welfare	2	2	2		1	2	2	2	2	2	2	2	1	2	2	2	2	2	1		0.5	0	0	0	1	0	0	-2	1
Community	2	2	2		2	2	2	2	0	2	2	2	-1	2	0	0	2	2	1		0	1	0.5	1	2	0	1	-2	1
Use skills	2	2	1.5		0	2	0	2	2	1	2	1	2	1	2	2	2	1	1		0.5	0	-2	1	1	1	1	1	2
Communicate	1	2	5		-1	2	1	0	-2	1	1	2	2	1	2	2	0	-1	-2		-1	-2	2	-2	0	-2	-2	-2	-2

	11 2	11 3	11 4	11 5	11 6	11 7	11 8	11 9	12 0	12 1	12 2	12 3	12 4	12 5	12 6	12 7	12 8	12 9	13 0	13 1	13 2	13 3	13 4	13 5	13 6	13 7	13 8	13 9	14 0
(D) Pupils																													
Try for academic success	1	1	1		1	2	1	2	2	2	2	2	2	2	2	2	2	2	1		2	0	2	2	1	2	2	2	2
Belong to a community	1	2	2		1	2	-1	2	0	2	2	1	2	1			2	1	0		1	-1	-1	-2	1	-2	-1	-2	-2
Think staff care for them	1	1	1		0	2	1	0	2	2	2	1	2	0	2	2	2	0	-2		2	-2	-2	0	-2	0	-1	-2	-2
Support each other	2	2	2		2	2	-1	2	0	1	1	1.5	2	-1	2	2	2	0	0		0	-2	1	2	1	0	0	1	2
Avoid work	0	-1	0		1	-2	1	0	2	1	2	1	2	1			-2	0	0		-1	0	0	1	1	-2	0	-2	0
Express own views/opinions	1	2	2		2	2	0	0	0	2	1	1	2	0			2		-2		-1	-1	0	-2	2	-2	-1	1	-2

* See note for pupil 31 in Appendix 21, above.

	See school as important	2	1	1		1	2	-1	2	2	2	2	2	2	-1	2	2	2	2	1		-2	0	1	0	0	0	0	0	0	
		11	*11*	*11*	*11*	*11*	*11*	*11*	*11*	*12*	*12*	*12*	*12*	*12*	*12*	*12*	*12*	*12*	*12*	*13*	*13*	*13*	*13*	*13*	*13*	*13*	*13*	*13*	*13*	*14*	
(F)	**Classroom Code**	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*0*	
	Monitoring helped me think about the Code	2	1	2		2	2	1	2		1	1		2	2		2		2	-2		2	-2	1	0	0. 5	0	0	0	0	
	Code helps me learn	1	1	1		2	2	2			2	1		2	0	2	2		0	0		1	0	0	-2	1	-2	-1	-1	-1	
	Code helps teachers teach	0	2			1	2	2			1	1		2	1	2	2		1	-2		0	-1	-1	-2	-2	0	-1	-2	-2	
	Code helps pupils get on better	1	2	1		2	2	1			1	2		1	0	2	2		0	-2		-2	-2	-1	-2	-2	-2	-2	-2	-2	
	Code helps pupils and teachers get on better	0. 5		2		2	2	1			1	2		1	1	2			1	-2		-1	0	-1	-1	0	0	0	0	0	
	I would like to carry on monitoring	0	0	0		2	2	2			1	-2		2	2		2		2	0		-1	-1	0	-2	-1	-2	0	-1	-1	

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see', and responses to other items, where indicated. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above. A table grouping these responses follows these individual transcriptions.

112: "[Write here the changes you would most like to see in Battle Bridge:] They should have more camras like in the tolits because people go in the and smoke or they bunkof lessons. [These are the most important parts of the Classroom Code*:] To listen and keep away from people they would talk to and not to get something would stop them from work. [This is what should happen to the class that best follow the Code:] They should get a day of [sic] school or have a prize (all of them). [This is how classes should be helped to improve:] "

113: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see lockers in the hall way so we don't have to carry are bag's all day. And the school dinner's should be cheaper. [This is what should happen to the class that best follow the Code:] The class that is the best should get a prize or a gift."

116: "[Write here the changes you would most like to see in Battle Bridge:] The changes I would like to see in Battle Bridge is that about dinner queue because some of them have to wait till they get there dinner their half the time of their playtime. And to see that that the cost of food should go down. [These are the most important parts of the Classroom Code:] The best parts of class room codes is that people should not copy each other and try to get a better education. And try to repect to each other and teachers. [This is what should happen to the class that best follow the Code:] Who ever follows the class room codes should be rewarded and should be treated well because what they did. [This is how classes should be helped to improve:] The teachers should give the pupils a list of classroom codes to take home so they can learn it. And try well at it."

117: "[Write here the changes you would most like to see in Battle Bridge:] 1. No one tobe racist or sextist. 2. Try to make the school a better place. 3. Having lockers on the corridor. 4. Have along break and lunch. 5. Make the ticket £2.10p 6. Make the food cheaper. 7. Don't give work to Year 7 that will be hard. 8. Try to get good marks. [These are the most important parts of the Classroom Code:] 1. Concentrate on your work. 2. Don't talk when the teacher's talking. 3. Bring hom work at the right time. 4. Don't be late, Don't let teachers be late."

118: "[Write here the changes you would most like to see in Battle Bridge:] The changes that should be in this school is the dinner prices and the smoking in the toilets, and also the school bulling that goes on outside people fight and do all sorts of other things. The other thing that I recon that should be changed is that we should have lockers for everyone. [These are the most important parts of the Classroom Code:] The most important parts of the classroom code is to finish homework on time, look after your excercise books, don't cuss or name call, Have high expectations and arrive on lessons on time. [This is what should happen to the class that best follow the Code:] The things that should happen is

* The Classroom Code itself is described in Appendix 8, above.

maybe they should get a trip somewhere that is sensible or maybe they should get a prize for example a school equipment that would do them good. [This is how classes should be helped to improve:] They should get more help from the teachers and try not to forget their equipment."

119: "[Write here the changes you would most like to see in Battle Bridge:] I want to see respect from children and I want to see respect from some children. I want The school to do more good work."

120: "[Write here the changes you would most like to see in Battle Bridge:] I want to see some respert from pupils and teachers. And I want the school the be clean. And the toilet should be open and the school trips should be cheap."

121: "[Write here the changes you would most like to see in Battle Bridge:] I hope to see lockers and the prices of dinner go down."

122: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see lockers, and the prices of dinner food come down, and dinner trays should no longer be greasy. [These are the most important parts of the Classroom Code:] How to get on with each other, how to respect each other, and how to behave in the classroom. [This is what should happen to the class that best follow the Code:] I think that the class which follow the classroom code best, should get a excellent prize. [This is how classes should be helped to improve:] if a class is not doing very well, they should get warned about detention, but if they are doing well, I think that they should have a prize."

123: "[Write here the changes you would most like to see in Battle Bridge:] 1. the playground make it must softer. 2. lockers for puples 3."

124: "[Write here the changes you would most like to see in Battle Bridge:] try hard to get good marks in exams results. [These are the most important parts of the Classroom Code:] the most important not to break the classroom code."

125: "[Write here the changes you would most like to see in Battle Bridge:] No smoking, longer lessons, less cussing. [These are the most important parts of the Classroom Code:] Respect, no cussing, less noise, bring iquetment [This is what should happen to the class that best follow the Code:] Give trips or Prize [This is how classes should be helped to improve:] Have plesant lessons give pizes."

126: "[Write here the changes you would most like to see in Battle Bridge:] Try to improve my work and Try to help other people that need help and try to work hard and try to learn more. [These are the most important parts of the Classroom Code:] listen to teachers when sir/miss is talking. and be silent and never cuss or name call to each other"

128: "[Write here the changes you would most like to see in Battle Bridge:] 1. Do not give year 7 to hard homework. 2. Make dinner more cheaper. 3. Pupils should come in school in time 4. Teacher should not be late for lesson"

130: "[Write here the changes you would most like to see in Battle Bridge:] School dinner coast going down. Lockers. A school coah. Changes around the science lab's. More camera's. More compute's. A nothere dinner hole. More

school trips. [These are the most important parts of the Classroom Code:] no cussing. Finsh your homework on time. No more are inprotent. [This is what should happen to the class that best follow the Code:] A scertificate. A swimming trip."

133: "[Write here the changes you would most like to see in Battle Bridge:] I want the food to be very cheap. I want the area to be safe. I would like abus to take us hom free. I would like more secuty camerers around the school. I would like two dinner halls. [These are the most important parts of the Classroom Code:] no cussis no fighting"

134: "[Write here the changes you would most like to see in Battle Bridge:] I want the area be safe. I would like a bus to take us home free. I wasnt the food to be very cheap. I want some lokers in the school. I wan a free bus fas [These are the most important parts of the Classroom Code:] do your Homework [This is what should happen to the class that best follow the Code:] to have scertificate and mert"

135: "[Write here the changes you would most like to see in Battle Bridge:] I won't a safer school. And to be safe when I walk home. I won't locers to keep my bag in and Books. I won't them shorten the Food what me buy. I them to make a cooking class [These are the most important parts of the Classroom Code:] Finish your homework on time."

136: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see fighting stop, I would like lockers to keep our bag in it I would like every body to respect each other There should be more teachers in the playground to stop the fights. There should be more cameras in the playground. [These are the most important parts of the Classroom Code:] Take responsibility for others"

137: "[Write here the changes you would most like to see in Battle Bridge:] I would like a safer school lockers I would like the dinner money should be cost less we should have more helpers outside [These are the most important parts of the Classroom Code:] do your home work"

138: "[Write here the changes you would most like to see in Battle Bridge:] I whould like lockers. I whould like the area to be safe. I whould like a bus to take me home free after school. I whould like more security cameras outside the school. There should be more teachers at play time. Two dinner hall for school you could use the hut. [These are the most important parts of the Classroom Code:] Finshi your home work. [This is what should happen to the class that best follow the Code:] The best class gets a certificate."

139: "[Write here the changes you would most like to see in Battle Bridge:] I wold like to be save and when whe ar going home I finck the shoud have bus so they cen get home save and the shoud have camera ever vere around the school and in caide sohe avre vhan coud play nice and go hom save. [These are the most important parts of the Classroom Code:] Always do write you best Homwork"

140: "[Write here the changes you would most like to see in Battle Bridge:] Safer going to school lockers to put things dinner money should be less [These are the

most important parts of the Classroom Code:] Finish homework time [This is what should happen to the class that best follow the Code:] certificate"

Table grouping these responses (as reported to the school)

Write here the changes you would most like to see in Battle Bridge:

Change suggested	Frequency
Cheaper dinners	14
Lockers	13
Stop bullying/fighting outside school (i.e. a safer area)	7
(Free) school coach	6
More cameras	5
Stop bullying/fighting in school (i.e. safer school)	5
Another dinner hall	3
More respect (from/to pupils and/or teachers)	3
Try to get good marks	3
Cheaper (& more) trips	2
Don't give hard work	2
More teachers in playground (to stop fights)	2
Cameras in toilets, to stop smoking/bunking	1
Changes around Science labs	1
Cleaner school	1
Come to school on time	1
Cookery lessons	1
Help other people who need help	1
Learn more	1
Less cussing	1
Less greasy dinner trays	1
Longer lessons	1
Longer lunch break	1
More computers	1
More helpers outside.	1
No racism/sexism	1
No smoking	1
School should do more good work	1
Shorter dinner queue	1
Softer playgrounds	1
Stop smoking/bunking in toilets	1
Teachers punctual to lessons	1
Toilets open	1
Try to improve work	1

These are the most important parts of the Classroom Code:

Characteristic	Frequency
Finish homework (on time)	9
Don't cuss/name-call	6
Listen	3
Respect	3
Don't let things stop work/concentrate	2

Pupils (and/or teachers) should be punctual	2
Teachers/pupils not shouting (less noise)	2
Bring equipment	1
Do best homework	1
High expectations	1
How to behave	1
How to get on with each other	1
Look after books	1
No fighting	1
Not copy	1
Not to break the Code	1
Take responsibility for others	1
Try for better education	1

This is what should happen to the class that best follow the Code:

'Prize'	**Frequency**
Reward/present/prize	9
Certificate and/or merit	5
Trip (e.g. swimming trip)	4
Time off school	2
Treated well	1

This is how classes should be helped to improve:

'Incentive'	**Frequency**
Get more help	1
Have pleasant lessons	1
List to take home & learn	1
Prizes	1
Try not to forget their equipment	1
Warned about detentions	1

Responses of Pupils in Battle Bridge Y8

Agree-Disagree scores: positive agree, negative disagree

| | 1 1 1

| | | |

Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see', and responses to other items, where indicated. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above. A table grouping these responses follows these individual transcriptions.

141: "[Write here the changes you would most like to see in Battle Bridge:] I like to see Battle Bridge to changes and changes To a very good school like dont fight well other people and dont pick the fight and be well in every class and well To Teacher and miss [These are the most important parts of the Classroom Code:] Do no name called out or cuss and asked for help to teacher and other people finish homewor on time take responsibility for own behavior [This is what should happen to the class that best follow the Code:] Nothing [This is how classes should be helped to improve:] The teacher should be look at everyone what they doing that class room and every should do they best. We should keep them with teacher at afterschool"

142: "[Write here the changes you would most like to see in Battle Bridge:] I like to see pupils Freindly and helping eac other on there work. I like it to be like Have in the school. The pupils sould be careing for eac other. I [These are the most important parts of the Classroom Code:] Take responsibility for own behavior. Do not name call or cuss. Ask for help. [This is what should happen to the class that best follow the Code:] Nothing here. [This is how classes should be helped to improve:] The techers got to be stric because if they dont the pupils in the class room will not behave goodly. And allso give them hard work. And let the student go to toloit whe ever."

143: "[Write here the changes you would most like to see in Battle Bridge:] No fighting in to school. No smokeing in the toilets. Beter que at lunch time [These are the most important parts of the Classroom Code:] Do not name call's or cuss arive at lesson's on time Finish home work on time set tasks clearly [This is what should happen to the class that best follow the Code:] Thay should keep on following the code. Thay shode have a prises [This is how classes should be helped to improve:] give them detenchen"

144: "[Write here the changes you would most like to see in Battle Bridge:] no fighting in the school, no smoking in the toitets Beter quer at lunch time No [These are the most important parts of the Classroom Code:] Do not name call or cuss Value each other languages Ask for help. Take responsibility for own behavior [This is what should happen to the class that best follow the Code:] Do not name call or cuss Ask for help That sheuld keep on follows the code Thay shode have a prises [This is how classes should be helped to improve:] Give tham detenchin"

145: "[Write here the changes you would most like to see in Battle Bridge:] I would like people to respect eachothers feelings and culture. I would like teachers to treat everyone eqully. I would like teachers to help you with your problems like they say they would but they never do. [These are the most important parts of the Classroom Code:] Value each others' languages. Take responsibility for own behaviour. Keep good order and set high standards of behaviour. Do not name-call or cuss. [This is what should happen to the class

that best follow the Code:] They should get a certificate each. [This is how classes should be helped to improve:] They should be encourage to do better by teachers. Talk to them about themselves."

146: "[Write here the changes you would most like to see in Battle Bridge:] The changes that I want in Battle Bridge is make it a better school. Take care and give the pupils extra time to think and understand. Make strong rules. I would like it to be a uniform school because people in this school takes fun of others clothes. If it was a uniform school then all the clothes would be same. Explain everything properly (for teachers). [These are the most important parts of the Classroom Code:] The most important parts of the classroom code is Have High expectation listen to everything that has been said Concentrate listen to everyones views No cussing treat eachother with respect [This is what should happen to the class that best follow the Code:] If a class have been best follow at the end each should get a certificate. [This is how classes should be helped to improve:] The classes sould improve if the teacher was strict. Take extra more care on what their doing."

147: "[Write here the changes you would most like to see in Battle Bridge:] To stop fighting Listen to the teachers be in the lesson atl the time and to respect the teachers at Battle Bridge [These are the most important parts of the Classroom Code:] Do not name-call or cuss. Take responsibility to own behaviour inolve all pupils lessons [This is what should happen to the class that best follow the Code:] One day doing anything they like in class [This is how classes should be helped to improve:] get a strick teacher that they would leson to."

148: "[Write here the changes you would most like to see in Battle Bridge:] That there will be more diffrent lessons. More after school sports. Making more class rooms for people to studdy on. Open the libary. To open the Cantin on morning, (when school starts. [These are the most important parts of the Classroom Code:] Have high expectations. Keep class room safe centm [unclear] places for working, Do not name-call or cuss. Take responsibility for own behaviour. [This is what should happen to the class that best follow the Code:] give them a prise. [This is how classes should be helped to improve:] by telling them that if they do gode then you will get something"

149: "[Write here the changes you would most like to see in Battle Bridge:] Less fighting, swearing and cussing. More equipment. Less shouting and smoking. More work being done in class and at home. No more bunking lessons. Less pushing and shoving in the lunch qeues. [These are the most important parts of the Classroom Code:] Dont name call or cuss. Arrive at lessons on time. Do homework on time. Take responsibility for your own behavior. [This is what should happen to the class that best follow the Code:] Nothing. [This is how classes should be helped to improve:] By giving detentions everyday."

150: "[Write here the changes you would most like to see in Battle Bridge:] I would like the peaple's in the school to be more friendly, and to relise how school is important. To spend more time in lessons And better teachers in the lessons. I would like the teacher to lissen to all students problems. [These are the most important parts of the Classroom Code:] Value each others' languages. Treat each other with respect. Take responsibility for own behavior. Prepare a variety of tasks to suit everyone. [This is what should happen to the class that best follow the Code:] Give them certificet. [This is how classes should be helped to

improve:] The let the student should be allowed to sit with the person they want to."

152: "[Write here the changes you would most like to see in Battle Bridge:] to stop people fighting. Vandlelising to be friends. [These are the most important parts of the Classroom Code:] Respect each other. Value each other's languages. Listen to other people's views [This is what should happen to the class that best follow the Code:] get a prize [This is how classes should be helped to improve:] Show a classroom with a good example"

154: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see no more fighting and I would like respect and I would like no one to go out off the school juring Break, Lunch. I would also Like securety round the area and other part of the school and I would like teachers to be kind to the children and the children to be kind to the teachers. [These are the most important parts of the Classroom Code:] Treat each other with respect. Finish homework on time. Do not name call or cuss. Take responsibility fo own behaver. [This is what should happen to the class that best follow the Code:] Nothing [This is how classes should be helped to improve:] The teachers got to be stright and not come to the lesson late and children behave will for an example they should sit down in the sit when ever they come to the lesson."

155: "[Write here the changes you would most like to see in Battle Bridge:] I like to see less fighting. I like to see people doing more hard work. I like to see less smoking. I like to see less pushing in the luch time cue. [These are the most important parts of the Classroom Code:] Do not name call or cuss. Treat each other with respect. Arrive lessons on time. Do homework on time. [This is what should happen to the class that best follow the Code:] Nothing [This is how classes should be helped to improve:] The teachers got to be more strict and give detention everyday."

156: "[Write here the changes you would most like to see in Battle Bridge:] I would like to change Battle Bridge to have unfroms and not have any fighting again each other and not be rasicm about other people language and reliones and one thing in particular I would like is to do some thing that can keep people safe and happy coming to Battle Bridge and so that they dont worry about things like fights. [These are the most important parts of the Classroom Code:] Respect other languages and region. Treat each other the same way. Keep classroom safe and clam. Listen to others views. [This is what should happen to the class that best follow the Code:] I think that they should get a pruntes like get puents next to they peurnets or the whole school should congeruleite them as a community and make to proued of them slefs that they allway follow the codes [This is how classes should be helped to improve:] give homeworks every week and expaine them and if they dont listen or do home works thenn give dentention not for 20 10 mintune but 1 1/2 hours and tell them to writes lines about 100 lines in 5 pages and that might tech them a lessen."

157: "[Write here the changes you would most like to see in Battle Bridge:] I want Battle Bridge to be like other peoples school and to get locks in the school so we crod put are things in and lock them and get them After school or lunch Time. To have football pesh and with grass in it much bigger class room a play grounds and grass [These are the most important parts of the Classroom Code:] Not to

braik Them [This is what should happen to the class that best follow the Code:] came in Time [This is how classes should be helped to improve:] late"

158: "[Write here the changes you would most like to see in Battle Bridge:] what i thank the shcool to change. Know firting and for the shcool to be biger because the shcool is not biger than all of us. [These are the most important parts of the Classroom Code:] listen to the tether. Do not talk when the tether is toaking. Finish your work. [This is what should happen to the class that best follow the Code:] i think that it should stay the same. [This is how classes should be helped to improve:] they need more help from the toetheres."

159: "[Write here the changes you would most like to see in Battle Bridge:] not to fight, mabe the dinner made cheap. [These are the most important parts of the Classroom Code:] To work hard. Lesson to teacher."

160: "[Write here the changes you would most like to see in Battle Bridge:] goal post in the play ground and Altnay pich in playground and swimming pooll lost of disuptood [These are the most important parts of the Classroom Code:] I don't know nothing about class room code [This is what should happen to the class that best follow the Code:] they get a week dentation [This is how classes should be helped to improve:] have holiday break"

161: "[Write here the changes you would most like to see in Battle Bridge:] I would like the school to be the same as the other school and to stop people getting attacked. And I would like the school to be nicer and more improvements. And to learn more things. And I think the school is helping as much as they can [These are the most important parts of the Classroom Code:] not to swar people. Not to shout out teacher. No fighting and lot of things"

162: "[Write here the changes you would most like to see in Battle Bridge:] Football net, school should get new kit for the football team. [These are the most important parts of the Classroom Code:] Do not fight in class [This is what should happen to the class that best follow the Code:] Most teacher, most help. [This is how classes should be helped to improve:] to get some people out class"

163: "[Write here the changes you would most like to see in Battle Bridge:] 1 I would like to hve more money in my dinner ticket. 2. No fighting. [This is what should happen to the class that best follow the Code:] they should have one week off school. [This is how classes should be helped to improve:] Get more helps from the teachers and explain things to us."

164: "[Write here the changes you would most like to see in Battle Bridge:] Not fighting. Everybody been friends. Education with the teachers and with the pupils. [This is how classes should be helped to improve:] Not fighting."

165: "[Write here the changes you would most like to see in Battle Bridge:] I like something to changes is like everybody be friend and not fight. [This is what should happen to the class that best follow the Code:] They sould have two week's off. [This is how classes should be helped to improve:] Teachers sould heped and explaine't more."

167: "[Write here the changes you would most like to see in Battle Bridge:] 1. To pot smoking Alarm in the tolet. 2. Get more eqament in the clases. 3. pot more

stuff on the playground so they could be no fight. [These are the most important parts of the Classroom Code:] Getting on with other people. Losing to other people ideas and geting more help from the teachers [This is what should happen to the class that best follow the Code:] They should get a rouned or stapeat. [This is how classes should be helped to improve:] make them leasson if they dont jus keep them bohand."

168: "[Write here the changes you would most like to see in Battle Bridge:] no homework no detention cheaper chocolate and driks in the canteen no grumpy teachers [These are the most important parts of the Classroom Code:] no cussing [This is what should happen to the class that best follow the Code:] school trip to Regents park. £5 for each pupil. Free school dinners for each pupil. No school for a week [This is how classes should be helped to improve:] whiped know and then when naughty. No dinner. No good lessons (There arn't none)"

169: "[Write here the changes you would most like to see in Battle Bridge:] is to see it close down. I hate school, it cause's me mental & phisacle stress. [These are the most important parts of the Classroom Code:] I don't think there is one, no matter how hard you try you can't get kid's to abide rules."

170: "[Write here the changes you would most like to see in Battle Bridge:] I want Battle Bridge to be better other school. I want to be peacful in Battle Bridge No fight. I want the rule that stoping the – student to fight each other. I wan to see much improve than now. [These are the most important parts of the Classroom Code:] Treat eachother with respect. No castor no name calling. Come on time not to be late. Respect the teacher or listen to him."

171: "[Write here the changes you would most like to see in Battle Bridge:] I think if the school will have better education and if the teachers did'nt work with one child in piticular and work with the whole class. [These are the most important parts of the Classroom Code:] To treat eac other with equal respect. [This is what should happen to the class that best follow the Code:] They should have more attention from the teachers in the class-room."

172: "[Write here the changes you would most like to see in Battle Bridge:] I whold like The Raciest actace to stop and I whold like sexist to stop and more P.E lessons and I think we should have lockers. [These are the most important parts of the Classroom Code:] don't cuss each other [This is what should happen to the class that best follow the Code:] They should get a trip out for free. [This is how classes should be helped to improve:] Techers shouldent go so hard on pupils They should help more."

173: "[Write here the changes you would most like to see in Battle Bridge:] 1. Less racism. 2. Less violeness 3. Get better results in exams. [These are the most important parts of the Classroom Code:] Teachers should listen to the pupils more often. [This is what should happen to the class that best follow the Code:] They should get a free trip to france in the summer holiday. [This is how classes should be helped to improve:] The kids should be beaten with a meter stick. [Thanks for taking part in this survey] Didn't have no choice."

174: "[Write here the changes you would most like to see in Battle Bridge:] less racism – make school dinner cheaper. More activities at lunch [This is what

should happen to the class that best follow the Code:] they should get a price. + [This is how classes should be helped to improve:] make it more stricter"

175: "[Write here the changes you would most like to see in Battle Bridge:] 1. I would like violence to stop. 2. Less Racism 3. All the pupils get along with each other 4. Get better results in their exam 5. Not to be sexist [These are the most important parts of the Classroom Code:] Teachers should listen to the pupils more often. [This is what should happen to the class that best follow the Code:] They should get a trip to someone (example France) Or they should be given a prize (every pupils) [This is how classes should be helped to improve:] Teachers should involve all the pupil in the lesson. Not to be sexist."

176: "[Write here the changes you would most like to see in Battle Bridge:] I think the lunch staff should speed up the serving. The ticket should be 1.30 again. Teachers shouldn't be sexist."

177: "[Write here the changes you would most like to see in Battle Bridge:] The changes i would like is to have mirros and hair dryers in the changing rooms And to be allowed to use the showers all the time not just sometimes. And i want all the student to try hard for good education. [These are the most important parts of the Classroom Code:] To treat each other equally e.g. no racism = no sexicism. Teachers to involve all pupils, when teaching [This is what should happen to the class that best follow the Code:] They should have more Attantion from the teachers in the class room"

178: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see lease racism fight. I want to see the lunch hour even longer. [This is what should happen to the class that best follow the Code:] They should have a week off school. [This is how classes should be helped to improve:] There should be more teachers. Get more equiment."

179: "[Write here the changes you would most like to see in Battle Bridge:] Teacher's should become more strict. We should have football goals in the playground. Football teams should get a new kit with names and numbers on the back and the goalkeeper should have a proper kit as well. [These are the most important parts of the Classroom Code:] People should treat each other with respect. Teachers should try not to be sexist. [This is what should happen to the class that best follow the Code:] Each person in the class should be given a prize: something like an encyclopedia or thesauras. [This is how classes should be helped to improve:] Teachers should be very strict. There should be dicipline."

Table grouping these responses (as reported to the school)

Write here the changes you would most like to see in Battle Bridge:

Change suggested	Frequency
Stop bullying/fighting in school (i.e. safer school)	19
No racism/sexism	8
Friendly pupils	6
Better PE facilities	5
Shorter (and safer) dinner queue	5
Stop smoking/bunking (in toilets)	5

Cheaper dinners	4
More lunchtime/after school sports/clubs	4
More respect (from/to pupils and/or teachers)	4
Better education (including exam results)	3
More work done in class (and learn more)	3
Teachers to help you with problems	3
Bigger/better classrooms/playgrounds	2
Lockers	2
Stop bullying/fighting outside school (i.e. a safer area)	2
Try to get good marks	2
Uniform	2
Close the school	1
Extra time for pupils to think and understand	1
Less cussing	1
Less noise	1
Listen to teachers	1
Longer lunch hour	1
More different lessons	1
More equipment	1
More study rooms	1
More teachers in playground (to stop fights)	1
More time in lessons	1
More work done at home	1
No detentions	1
No grumpy teachers	1
No homework	1
No smoking	1
Open canteen in morning when school starts	1
Open/better library	1
Pupils helping others with work	1
Pupils should be allowed to leave school at break/lunchtime	1
Realise how important school is	1
Stricter teachers	1
Strong rules	1
Swimming pool	1
Teacher working more with the whole-class than individual pupils	1
Teachers and pupils to be kind to each other	1
Teachers to treat everyone equally	1
Try to get good marks	1

These are the most important parts of the Classroom Code:

Characteristic	**Frequency**
Don't cuss/name-call	14
Take responsibility for own behaviour	9
Respect	8
Listen (to teachers and/or to each other's views)	7
Finish homework (on time)	6
Pupils (and/or teachers) should be punctual	5
Set high standards of behaviour (including safer/calmer classrooms)	5
Value each other's languages	5

Ask for help	4
Involve (and listen to) all pupils in lesson	3
High expectations	2
No racism/sexism	2
Treat people equally	2
(You just can't get kids to abide by rules)	1
Don't let things stop work/concentrate	1
Getting on with people	1
Not to break the Code	1
Set tasks clearly	1
Teachers/pupils not shouting (less noise)	1
Variety of tasks to suit everyone	1
Work hard	1

This is what should happen to the class that best follow the Code:

'Prize'	**Frequency**
Reward/present/prize	6
Certificate and/or merit	4
Keep on following the Code	3
More teachers and help	3
Time off school	3
Trip	3
One day doing anything they like in class	1

This is how classes should be helped to improve:

'Incentive'	**Frequency**
Detention	7
Stricter teachers	7
More help and explanations from teachers	5
Beaten	1
Encouraged (or offered incentives) to do better	1
Everyone should do their best	1
Get some people out of the class	1
Homeworks	1
Involve all pupils in lesson	1
Let pupils go to the toilet	1
Let pupils sit with who they want to	1
Lines	1
More equipment	1
More hard work	1
More punctual teachers	1
No good lessons	1
Not fighting	1
Not sexist	1
Show a class setting a good example	1
Talked to about themselves	1
Teacher should look at everyone and what they are doing	1
Teachers taking more care on what they are doing	1

Responses of Pupils in Battle Bridge Y9

Agree-Disagree scores: positive agree, negative disagree

| | School | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2

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Additional Comments & Information

This includes written responses to the request for 'changes you would most like to see', and responses to other items, where indicated. Null responses are not included, and responses are identified by the number of the questionnaire, as in the tables above. A table grouping these responses follows these individual transcriptions.

180: "[Write here the changes you would most like to see in Battle Bridge:] Have people looking smarter student's in particular. Stop racist fights lower prices in school meals put a higher rate on lunch ticket get more staff on lunch duty improve the way teachers dress and their attitude. [These are the most important parts of the Classroom Code:] ? [This is what should happen to the class that best follow the Code:] ? [This is how classes should be helped to improve:] ?"

182: "[Write here the changes you would most like to see in Battle Bridge:] They chould chang the payment of people in the dinner hall for they luch Because some people family dont have a Job or somethingk they worke on they cut give the all of the money for they lunch and they should change the old science Room Because its got mice in it and the Girls gets skurde. [These are the most important parts of the Classroom Code:] Teachers shouldnot choute at the students and the students should not cuss teachers. [This is what should happen to the class that best follow the Code:] They should get prizes and get to Be the student council peopl. [This is how classes should be helped to improve:] They choulde get some new teachers. They chould change the dinner from the dinner Hall. They choulde put Alarms in the toilets. And they shoule have camers in the coridoors."

184: "[Write here the changes you would most like to see in Battle Bridge:] I like the way Battle Bridge is like now. I won't mind if head teacher or Deputy head changes Battle Bridge because when ever they changed Battle Bridge it always been good. One thing that should be done is some how stop student to smoke in the toilet [These are the most important parts of the Classroom Code:] No calling people names that they don't like No fighting in the classroom. No to shout at teacher and listen to the teacher give everyone a change to speak when the do some thing don't laught. [This is what should happen to the class that best follow the Code:] No body should get abset and leave school everyone should be friendly with each other and respect each other. [This is how classes should be helped to improve:] If they do something really bad give them detention. Or tell their partents or suspend them for one or two days"

185: "[Write here the changes you would most like to see in Battle Bridge:] Have people looking smarter student in particular stop the racist fight school dinner need to improve and cheaper food because the ticket are two cheap so the student have to add money. Make dinner ques faster. Dinner ladies need more respect for students. [These are the most important parts of the Classroom Code:] I think that there has been know changes the best was student and teachers would treat each other with the same respect. [This is what should happen to the class that best follow the Code:] ? [This is how classes should be helped to improve:] ?"

186: "[Write here the changes you would most like to see in Battle Bridge:] – for students to get on with each other – To inform the student smore about what is

happening in the school – improve the school dinners. – have clubs at lunchtime or after school. – make the morning break longer. [These are the most important parts of the Classroom Code:] Asking for help when you need it. [This is what should happen to the class that best follow the Code:] They should have a prize [This is how classes should be helped to improve:] By encouraging them to improve"

187: "[Write here the changes you would most like to see in Battle Bridge:] Every month they should have Disco's but to get in you have to pay which will go to school needs [These are the most important parts of the Classroom Code:] work harder get good marks [This is what should happen to the class that best follow the Code:] no eating and talking [This is how classes should be helped to improve:] more equipment"

188: "[Write here the changes you would most like to see in Battle Bridge:] make several rooms bigger for wheelchair access. Some science labs more cleaner. The quality of the food is very poor. The dinner and break times should be longer. And the tickets should increase. [These are the most important parts of the Classroom Code:] Don't cuss and name call. No violence [This is what should happen to the class that best follow the Code:] To get vouchers and certain tokens. [This is how classes should be helped to improve:] bigger room with your own desk if we don't have locker."

189: "[Write here the changes you would most like to see in Battle Bridge:] importa the dinner quast. Have more teotter [unclear] in the playgound. Dinner sure charp. Speed up the dinner quasts. Teater sure flors iming up. Lunch time sure be long"

190: "[Write here the changes you would most like to see in Battle Bridge:] To see all tiolets mde into better new ones. To get lockers for everyone. T get the dinnes tickets higher food cheaper. For P.E, have better showers, taps, P.E equiment and encourage swimming every week. For the French to be improve. To choose what subject to study for in the 3 year and start concentrating more on them, than the ones you are not intrested in. to have a much bigger libary and play ground. Libary so be more shophishcated. Break should be 30 mins and lunch should an hour. Be allow to go out at break. Be allow to go on good trips more often. Dinner hall should be makde bigger and better. More services. [These are the most important parts of the Classroom Code:] Do as your as ask Repect everyone To be praised for good work Always listen [This is what should happen to the class that best follow the Code:] To get praised in front of th lot of people and letters writtren home to say how good you are in school. [This is how classes should be helped to improve:] For desk and chairs to be more in classes, more service rules for student swho disobey. Better education, French – espically needs to be 10 times improved. [The results should help the school get even better] I hope so"

191: "[Write here the changes you would most like to see in Battle Bridge:] 1. Rooms need to look better. 2. Students and teachers need to look smarter. 3. school dinner needs to be cheaper 4. Tickets are too cheap. 5. Need to sort out the dinner que. 6. dinner ladies should respect the students 7. Teacher should start queing 8. Dinner times should be longer."

192: "[Write here the changes you would most like to see in Battle Bridge:] I would like Battle Bridge to be even bigger with more varietys of choice. Put up the dinner tickets because they change all the time and also the food price etc. they should have more different types of languages for pupils to choose. [These are the most important parts of the Classroom Code:] teachers should stop shouting! No throwing things. Respect each other equally. [This is what should happen to the class that best follow the Code:] To get vouchers or book tokens. [This is how classes should be helped to improve:] Should have all the equipments a classroom will need. To provide certains things. Better eduction needs improving fast – eg: french."

193: "[Write here the changes you would most like to see in Battle Bridge:] Battle Bridge needs to be bigger And have more choidces in everything. Dinners need to be changed prices etc Rooms need to be cleaner. Lessons need to be better French and Spanish need improving and choices of lessons from yr 9 have more trips [These are the most important parts of the Classroom Code:] Don't throw things Always try hard Respect everyone for what they are [This is what should happen to the class that best follow the Code:] Get vouchers get Praised [This is how classes should be helped to improve:] Bigger more equipped have own desks severe punishments apart from detention Better Education French especialy needs 10 times better"

194: "[Write here the changes you would most like to see in Battle Bridge:] I want Battle Bridge to proivoid more work for pupils and to have peach in shool not to have pupils fighting, and also I want puples not to push in dinerline, and to put price up on ticket."

195: "[Write here the changes you would most like to see in Battle Bridge:] Shouldn't make school begin so early it should bein about 9.30 AM. Let us mix up more in 1, 2, 3 yr in all our lesson's. rooms need to be more clean. I Break should be Half an hour and lunch should be 1 hr and we should be Allowed out at Break and have more early Days. Not have to do P.E. [These are the most important parts of the Classroom Code:] not to call names or cuss. Beaweare of pupil's needs. [This is what should happen to the class that best follow the Code:] 2 Days of school. Or an extral early day for week. [This is how classes should be helped to improve:] By mixing them up haveng desks for only one person or a two person's table."

196: [Teacher wrote: 'Not completed. English insufficient.']

197: "[Write here the changes you would most like to see in Battle Bridge:] I dont know"

198: "[Write here the changes you would most like to see in Battle Bridge:] change The Racist teachers in the school, take more responsibility for other Races"

199: "[Write here the changes you would most like to see in Battle Bridge:] I would like the classroom all refurnished with soft chairs and clean tables. Make the gym's bigger. Build a sports centre for everyone in the community to use. Improve the school dinners. Make morning break and dinner longer. [These are the most important parts of the Classroom Code:] Have high expectations. Value each others' languages. Be well prepared for lessons. Involve all pupils in

lessons. [This is what should happen to the class that best follow the Code:] No fighting, No racisim, No lates, No cussing or swearing. [This is how classes should be helped to improve:] more helpers more bridging ['Bridging' being the name of the English lessons for those at the earliest stages of learning English] No Teachers only Joking"

200: "[Write here the changes you would most like to see in Battle Bridge:] I would change the science labs by doing them up. I would make the gym's bigger Improve the sports stuff and kick out racisim. Improve school dinners. Make first break and dinner break longer. [These are the most important parts of the Classroom Code:] Have high expectation's, value each other's language, [This is what should happen to the class that best follow the Code:] No fights, No racisim, No lates, No cussing. [This is how classes should be helped to improve:] more helpers, more bridging"

201: "[Write here the changes you would most like to see in Battle Bridge:] I think there suold be more then three teachers [These are the most important parts of the Classroom Code:] all ways listing to teachers"

202: "[Write here the changes you would most like to see in Battle Bridge:] I think Battle Bridge should try hader to stop vilants and try to make a safe and clam invirement lot of peopel leave school beacause they dont feel safe beacause of all the fights happing in school and out side but in the same area [These are the most important parts of the Classroom Code:] Ignore other peopel reimors beacuase it starts fight Stop cassing and name calling But I dont thing the class room code works [This is what should happen to the class that best follow the Code:] NOTHING [This is how classes should be helped to improve:] I DONT KNOW"

203: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see The coming situations in Battle Bridge. First the student not Fight each ather as they are now doing in the school. They must feel that a person learns something with them and shares same chair with them. That he is like his brother. They ought to be happy with each ather and the mainpoint is that: [These are the most important parts of the Classroom Code:] I think the most important parts of the class room code: are. Don't cuss and not shout loudly Don't eat or Drink [This is what should happen to the class that best follow the Code:] throwing Book to eachather we get Nothing [This is how classes should be helped to improve:] I think the thing can make the class better is to concetrate on wat the Teacher saying and to take his order and This leads classes to better."

204: "[Write here the changes you would most like to see in Battle Bridge:] I like to see the black, white and Asian and everyone working together No fighting or cussing. I want the puple's to work hard in class and preduce good work get good grades."

205: "[Write here the changes you would most like to see in Battle Bridge:] no more Racist people in the school get them out of the school"

206: "[Write here the changes you would most like to see in Battle Bridge:] I want the Black, Whits and Asians working together. and I want the puples to work hard a pudice good word and get good grades."

207: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see pupils getting on with each other and not seeing fighting all the time also I would like there to be no more racisam also the teachers should be there for the pupils and help them. [These are the most important parts of the Classroom Code:] come to lesson's well prepared the right equipment [This is what should happen to the class that best follow the Code:] They should get an award in frount of the whole school so that every one knows. [This is how classes should be helped to improve:] Teachers should be stricter and if they put the students in groups they won't listen to the teacher"

208: "[Write here the changes you would most like to see in Battle Bridge:] I would like the teachers to help the students whenever they are in trouble and it don't matter if they are not their tutors. And to stop the Racism that is going on in the school. [These are the most important parts of the Classroom Code:] Come to lessons well prepared and the right equipment. [This is what should happen to the class that best follow the Code:] They should be awarded in front of the whole school [This is how classes should be helped to improve:] Teachers should be stricter and not let the students do what they want to do in lessons and not put them in groups."

209: "[Write here the changes you would most like to see in Battle Bridge:] more mized groups* [These are the most important parts of the Classroom Code:] that we should obey the classroom code [This is what should happen to the class that best follow the Code:] we should have merits silver merits for good work and Gold merits for Excellene work [This is how classes should be helped to improve:] more hard work"

210: "[Write here the changes you would most like to see in Battle Bridge:] I would like Battle Bridge to be a peaceful school. I don't want people swering in the class and people bunking. There shold be no smoking going on in the school, non of the student should be smoking. Except the teacher. I think the teach should give pupils more chance to explain when there a proble. They shouldn't write a letter home. [These are the most important parts of the Classroom Code:] what I thing is most important is DO NOT NAME OR CUSS. [This is what should happen to the class that best follow the Code:] I think they should give them award and present because they care about the classroom code. be it doe'st work for me. [This is how classes should be helped to improve:] NOTHING"

211: "[Write here the changes you would most like to see in Battle Bridge:] The want to see quick and a lot to Run to school and hall and the Teachear be in Time to lesson's and to Help other pupils more edcation. [These are the most important parts of the Classroom Code:] that a more important because same pupils eat in class or cheawing gums. [This is what should happen to the class that best follow the Code:] the class should be more best berived and work hard and the teacher should help more to work hard. [This is how classes should be helped to improve:] To work hard and a lot shout out through the classroom and take in safe bet beivera."

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* Respondent had apparently initially written 'less Asians', but that first copy of the questionnaire was torn up by the respondent's individual support teacher, who explained this by saying that she was worried that the respondent might be in physical danger if he continued writing in that way.

212: "[Write here the changes you would most like to see in Battle Bridge:] ike to see most Battle Bridge more hard work [These are the most important parts of the Classroom Code:] the most importon classroom code is Respect each othes I think this the best thig I could think about."

213: "[Write here the changes you would most like to see in Battle Bridge:] I think that the toilet's in the new wing should be open all the time. I'd like the school to get on together as a school not as single indivisuals. People in school shouldn't bring talk from outside into school: rumousr's or stering up etc. People who fight, I think shouldn't be a part of our school. [These are the most important parts of the Classroom Code:] Treat boy's and girl's equally. Have respect for each other. Have high expectations. [This is what should happen to the class that best follow the Code:] They should get an award in front of the whole school. [This is how classes should be helped to improve:] Teacher's should be stricter or them."

214: "[Write here the changes you would most like to see in Battle Bridge:] I would like the school to be a big happy family and not have fight's all the times. I would also like people not talking about fight's all the time and doing some work so I can concentrate on my work. I'd like if all the toilets were open because some stink of smoke. [These are the most important parts of the Classroom Code:] Value each other's languages. don't talk when the teacher is talking. Finish Homework on time. No name calling. Arrive at lesson on time. [This is what should happen to the class that best follow the Code:] The class that follows the class code best should be rewarded in front of the school. [This is how classes should be helped to improve:] Teacher's should be more hard on people."

215: "[Write here the changes you would most like to see in Battle Bridge:] I like to see most Battle Bridge to stop fighting respect each other. And try to make Battle Bridge save as possible. [These are the most important parts of the Classroom Code:] The most important classroom code is Respect each other. I think this is the best thing I could think about. [This is what should happen to the class that best follow the Code:] Who ever follow the class room code they should get prize. [This is how classes should be helped to improve:]The classes room should be improved by having a rules if the person break the rules they could had Detention."

216: "[Write here the changes you would most like to see in Battle Bridge:] I think Battle Bridge should try and make the school a safe and calm invirement and to stop all types of vilant. People leave Battle Bridge because people don't feel safe in school. [These are the most important parts of the Classroom Code:] TO STOP NAME CALLING But don't think the classroom code work at all. [This is what should happen to the class that best follow the Code:] NOTHING [This is how classes should be helped to improve:] I Think people should be treated as one person. And to be hard on the people how corsed terable."

217: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see the pupils in Battle Bridge to stop fighting and mostly stop smoking and concentrate on work. [These are the most important parts of the Classroom Code:] Not to talk when the teacher is talking. Bring your class equipment with you every time. [This is what should happen to the class that best follow the Code:] They should get certificate. get prise [This is how classes

should be helped to improve:] listen to the teachers. help eachother. answer question tell the teacher when help is needed."

218: "[Write here the changes you would most like to see in Battle Bridge:] I would like to see the pupil's in Battle Bridge to stop fighting and mostly stop smoking and should do more work. [These are the most important parts of the Classroom Code:] Not to talk when the teacher is talking. Bring your class equipment all the time in school. [This is what should happen to the class that best follow the Code:] They should get a certifiate as a class. [This is how classes should be helped to improve:] Concentrate to the teacher. Be helpfull to eachother as a class. Answer the questions. tell the teacher when you need help."

219: "[Write here the changes you would most like to see in Battle Bridge:] I would have liked it even more if Battle Bridge had lockers. People's stoped cussing each other and stoped the violence. so people would have been more freindly."

220: "[Write here the changes you would most like to see in Battle Bridge:] people who bully people think there tough but are not trough. They think the tough because their in a big gand I think everyone should stop bully others and stop cussing others my advice is don't bully them. or stay away and if the say enything just ignored them"

221: "[Write here the changes you would most like to see in Battle Bridge:] people who bully to stop bulliying anyone and stop acting tough when they're not just because they're in a big gang. And want everyone to listen to each other without swearing. and hope Battle Bridge can have lockers."

Table grouping these responses (as reported to the school)

Write here the changes you would most like to see in Battle Bridge:

Change suggested	Frequency
Stop bullying/fighting in school (i.e. safer school)	19
Cheaper dinners	9
Longer break/lunchtime	8
No racism/sexism	7
Teachers and pupils to be kind to (getting on with) each other	7
Better dinners	5
Stop smoking/bunking (in toilets)	5
Better PE facilities	4
Shorter (and safer) dinner queue	4
Subject choice in Y9	4
Better education (including exam results)	3
Don't cuss/name-call	3
Get rid of mice (i.e. clean) in the old Science room	3
Lockers	3
More respect (from/to pupils and/or teachers and other staff)	3
More work done in class (and learn more)	3
Smarter-looking pupils and teachers	3
Teachers to help you with problems	3

Work hard	3
Better rooms	2
Better/open toilets	2
Bigger school	2
Bigger/better classrooms/playgrounds	2
Cheaper (& more) trips	2
Pupils should be allowed to leave school at break/lunchtime	2
Another dinner hall	1
Better wheelchair access	1
Classes mixed with different year groups	1
Ignore rumours	1
Inform pupils more about what is happening in the school	1
Later morning start	1
Less racist teachers	1
Listen	1
Monthly profit-making discos	1
More lunchtime/after school sports/clubs	1
More teachers	1
Open/better library	1
PE not compulsory	1
Pupils (and/or teachers) should be punctual	1
Pupils should be able to explain before teacher writes home	1
School should get together and not act as individuals	1
Stop bullying/fighting outside school (i.e. a safer area)	1

These are the most important parts of the Classroom Code:

Characteristic	**Frequency**
Don't cuss/name-call	9
Listen (to teachers and/or to each other's views)	7
Respect	7
Be well prepared	5
High expectations	3
No eating/drinking in class	2
Set high standards of behaviour (including safer/calmer classrooms)	2
Stop bullying/fighting in school (i.e. safer school)	2
Teachers/pupils not shouting (less noise)	2
Value each other's languages	2
Ask for help	1
Be aware of pupils' needs	1
Do as you are asked	1
Finish homework (on time)	1
Ignore rumours	1
Involve (and listen to) all pupils in lesson	1
No racism/sexism	1
Praised for good work	1
Pupils (and/or teachers) should be punctual	1
The Code doesn't work	1
Try for better education	1
Work hard	1

This is what should happen to the class that best follow the Code:

'Prize'	Frequency
Reward/present/prize	9
Certificate and/or merit	7
Nothing	2
Friendly pupils	1
Letters home	1
Respect	1
Teacher should help more	1
Time off school	1

This is how classes should be helped to improve:

'Incentive'	Frequency
Stricter teachers	5
Detention (and other punishments)	4
More equipment/facilities	4
Better education	3
Mixing groups more	3
Ask for help	2
Concentrate	2
Help each other	2
Listen to teachers	2
More Bridging/Induction	2
New/more teachers	2
Change dinner hall	1
Encouraged (or offered incentives) to do better	1
More cameras	1
Stop smoking/bunking (in toilets)	1
Suspend them	1
Tell parents	1
Work harder	1

Appendix 24: Analysis of Responses to Questionnaire for Pupils in Battle Bridge – November 1994-January 1995

Data from All Pupils in Battle Bridge

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
Good working conditions	0.73	1.30	105	2	1
Adapts to changing circumstances	0.40	1.48	106	2	1
High academic standards	1.02	1.23	105	2	1
Ethos or sense of community	-0.98	1.27	107	-2	-2
Staff are trying to care for the pupils	0.50	1.33	106	2	1
Staff are trying to care for each other	0.66	1.29	106	2	1
Individual more than collective goals	0.63	1.50	105	2	1

(C) Teachers

Integrate	1.00	1.08	103	2	1
Appreciate	0.67	1.14	102	1	1
Gain Skills	1.33	1.08	103	2	2
Ideas	0.90	1.25	102	2	1
Useful & Helpful	0.68	1.21	102	2	1
Creative	0.74	1.24	101	2	1
Independent & Tolerant	1.02	1.28	102	2	1.5
Learn & Adapt	1.00	1.37	100	2	2

(B) Managers

My work important	0.96	1.29	103	2	1
Act superior	0.41	1.16	101	1	1
My welfare	0.50	1.40	104	2	1
Community	0.50	1.33	105	1	1
Use skills	0.88	1.21	104	2	1
Communicate	0.25	1.51	105	1	1

(D) Pupils

Try for academic success	1.18	1.23	105	2	2
Belong to a community	0.47	1.37	103	1	1
Think staff care for them	0.36	1.35	104	1	1
Support each other	0.44	1.38	105	2	1
Avoid work	0.29	1.38	102	0	0
Express own views/opinions	0.32	1.39	101	0	0
See school as important	0.57	1.41	104	2	1

(F) Classroom Code

Monitoring helped me think about the Code	0.21	1.51	98	2	0.25
Code helps me learn	0.22	1.35	100	1	0
Code helps teachers teach	0.13	1.42	99	1	0
Code helps pupils get on better	-0.34	1.44	100	-2	-0.5
Code helps pupils and teachers get on better	0.10	1.33	96	1	0
I would like to carry on monitoring	-0.20	1.44	99	0	0

Data from Pupils at Battle Bridge: By Year Group

Agree-Disagree scores: positive agree, negative disagree

(A) School Priorities

	Year 7					Year 8					Year 9				
	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
Good working conditions	1.62	0.75	26	2	2	0.24	1.46	37	1	1	0.62	1.17	42	2	1
Adapts to changing circumstances	0.25	1.65	28	2	1	0.22	1.38	37	1	0	0.67	1.46	41	2	1
High academic standards	1.41	0.97	27	2	2	0.72	1.30	38	2	1	1.05	1.28	40	2	2
Ethos or sense of community	-0.67	1.14	27	0	0	-1.16	1.24	38	-2	-2	-1.01	1.37	42	-2	-2
Staff are trying to care for the pupils	0.63	1.50	27	2	1	0.38	1.36	38	1	1	0.52	1.21	41	0	1
Staff are trying to care for each other	0.85	1.10	27	2	1	0.43	1.34	37	1	1	0.73	1.35	42	2	1
Individual more than collective goals	0.54	1.45	27	2	1	0.54	1.50	37	2	1	0.78	1.56	41	2	1

(C) Teachers

	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
Integrate	1.42	0.57	25	1	1	0.86	1.18	37	2	1	0.85	1.17	41	2	1
Appreciate	0.88	1.13	25	2	1	0.64	1.15	36	1	1	0.56	1.14	41	0	1
Gain Skills	1.58	0.81	25	2	2	1.11	1.31	37	2	2	1.39	0.97	41	2	2
Ideas	1.36	1.11	25	2	2	0.78	1.44	36	2	1	0.73	1.10	41	1	1
Useful & Helpful	0.82	1.45	25	2	1.5	0.43	1.19	37	0	0	0.83	1.03	40	1	1
Creative	1.00	1.22	25	2	1	0.39	1.40	36	2	0.5	0.90	1.03	40	2	1
Independent & Tolerant	1.48	0.96	25	2	2	0.84	1.46	37	2	1	0.90	1.24	40	2	1
Learn & Adapt	0.65	1.80	24	2	2	0.89	1.45	37	2	2	1.31	0.86	39	2	1

(B) Managers

	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
My work important	1.54	0.81	26	2	2	0.61	1.55	36	2	1	0.89	1.17	41	2	1
Act superior	0.34	0.87	25	0	0	0.42	1.25	36	1	1	0.45	1.26	40	1	1
My welfare	1.20	1.08	27	2	2	0.00	1.45	36	1	0	0.46	1.38	41	1	1
Community	1.13	1.11	27	2	2	0.22	1.38	37	1	0	0.34	1.32	41	1	1
Use skills	1.13	1.00	26	2	1	0.49	1.35	37	1	1	1.07	1.13	41	2	1
Communicate	0.06	1.64	27	-2	0	0.14	1.53	37	1	1	0.49	1.42	41	1	1

(D) Pupils

	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
Try for academic success	1.67	0.55	27	2	2	0.46	1.64	37	2	1	1.51	0.75	41	2	2
Belong to a community	0.44	1.50	25	2	1	0.19	1.29	37	0	0	0.73	1.34	41	2	1
Think staff care for them	0.37	1.55	27	2	1	0.36	1.40	36	1	1	0.34	1.20	41	1	0
Support each other	0.98	1.16	27	2	1	-0.13	1.55	37	-2	0	0.61	1.16	41	1	1
Avoid work	0.12	1.24	25	0	0	0.47	1.52	36	2	1	0.24	1.34	41	1	0
Express own views/opinions	0.38	1.50	24	2	0.5	0.06	1.39	36	0	0	0.52	1.31	41	0	0
See school as important	0.93	1.17	27	2	1	-0.11	1.55	36	-2	0	0.93	1.23	41	2	1

(F) Classroom Code

	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median	Average (mean)	Standard Deviation of Mean	Number	Mode	Median
Monitoring helped me think about the Code	0.93	1.23	23	2	1	0.08	1.73	36	2	0	-0.10	1.31	39	1	0
Code helps me learn	0.57	1.31	23	2	1	0.22	1.48	36	2	0	0.02	1.25	41	1	0
Code helps teachers teach	0.18	1.56	22	2	0.5	0.19	1.45	36	2	0	0.04	1.34	41	1	0
Code helps pupils get on better	-0.09	1.73	23	-2	0	-0.32	1.40	37	-2	0	-0.50	1.30	40	-1	-1
Code helps pupils and teachers get on better	0.50	1.16	21	0	0.5	-0.05	1.27	37	1	0	0.03	1.46	38	1	0
I would like to carry on monitoring	0.18	1.47	22	2	0	-0.39	1.57	36	-2	-0.5	-0.24	1.280	41	0	0

Appendix 25: Responses by Student Teachers to Sorting Tasks – June 1997

As described in Chapter IV, above, this series of tasks was intended to illuminate other work, and student teachers were given considerable scope to 'construct' their images of schools and of their training. As each of the tasks was completed in hand-writing on large (A1) sheets of paper, in two colours (for Tasks A and B), each of these sheets has been reproduced in one-eighth size here (with names blanked out as appropriate), and some important or unclear elements have been described on the preceding page.

Tasks A and B

The responses of groups are presented in the number order of the groups. For tasks A and B, there were seven groups, ordered by students' self-perception of their relative rankings in terms of 'how good a time did you feel you had' in the main teaching practice school, from 1 = excellent, 2 = very good, 3 = good, 4 = fine, 5 = not bad, 6 = not good, to 7 = bad.

Task A involved giving students the 28 statements previously used in the student and teacher questionnaires (i.e. those below, also described in Appendix 4 numbered in the order they appeared in the questionnaires), with each group of students asked to group the statements onto an A1 sized sheet of paper, in a way that made most sense for them individually and collectively. Each group of statements was to be labelled, as appropriate, with additional comments on why and how the statements fitted together.

Task B was to 'convert' these diagrams into pictures of 'ideal' versions of their schools. This task was done in red pen – with these comments highlighted as appropriate in this report.

Statements:

1 The school has good working conditions for teachers, other staff, and pupils.
2 The school changes to adapt to changing circumstances.
3 The school emphasises high academic standards at every opportunity.
4 The school emphasises an ethos or sense of community at every opportunity.
5 The school's staff are trying to care for the pupils.
6 The school's staff are trying to care for each other.
7 Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school.
8 Most managers in the school make me feel that my work is important.
9 Most managers in the school act as if they are superior to people below them in the hierarchy.
10 Most managers in the school are really interested in my welfare.
11 Most managers in the school create a sense of community in working with others.
12 Most managers in the school make good use of all the skills available to them.
13 Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.
14 I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.
15 I aim to help my pupils to appreciate all the work and care provided by the school staff.
16 I aim to help my pupils to gain technical-vocational skills and qualifications.
17 I aim to help my pupils to understand ideas, concepts and theories.
18 I aim to help my pupils to develop as useful and helpful members of society.
19 I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.
20 I aim to help my pupils to develop as independent, critical, and tolerant people.
21 I aim to help my pupils to learn how to learn and adapt more in the future.
22 Pupils in my school try to be academically successful, given the opportunity.
23 Pupils in my school feel as though they belong to a community, as pupils of

the school.

24 Pupils in my school think that the school staff really care for them.
25 Pupils in my school support each other as much as they can.
26 Pupils in my school avoid work when at all possible.
27 Pupils in my school are able to express their own views/opinions openly.
28 Pupils in my school see how important school is.

Group 1 Tasks A & B

This group divided the statements up into 'good truths', 'bad truths', and 'lies'. The statements in red were the asterisked additions to the 'lies' categories.

There is no indication of disagreement within the group.

AD TRUTHS

Most managers in the school act as if they are superior to people below them in the hierarchy.

Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school.

2 The school changes to adapt to changing circumstances.

22 Pupils in my school try to be academically successful, given the opportunity.

20 I aim to help my pupils to develop as independent, critical, and tolerant people.

18 I aim to help my pupils to develop as useful and helpful members of society.

23 Pupils in my school feel as though they belong to a community, as pupils of the school.

3 The school emphasises high academic standards at every opportunity.

15 I aim to help my pupils to appreciate all the work and care provided by the school staff.

28 Pupils in my school see how important school is.

8 Most managers in the school make me feel that my work is important.

19 I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.

14 I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.

21 I aim to help my pupils to learn how to learn and adapt more in the future.

17 I aim to help my pupils to understand ideas, concepts and theories.

27 Pupils in my school are able to express their own views/opinions openly.

5 The school's staff are trying to care for the pupils.

19 I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.

14 I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.

21 I aim to help my pupils to learn how to learn and adapt more in the future.

27 Pupils in my school are able to express their own views/opinions openly.

LIES

COULD IMPROVE

1 The school has good working conditions for teachers, other staff, and pupils.

IMPROVE COMMUNICATION

6 The school's staff are trying to care for each other.

USE STAFF MEETING EFFECTIVELY

13 Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.

16 I aim to help my pupils to gain technical-vocational skills and qualifications.

COMMUNICATION & SUPPORT

11 Most managers in the school create a sense of community in

COMMUNICATIONS

10 Most managers in the school are really interested in my welfare.

MORE EXTRA

25 Pupils in my school support each other as much as they can.

EXTRA-CURRICULAR ACTIVITIES

24 Pupils in my school think that the school staff really care for them.

CORPORATE IDENTITY

4 The school emphasises an ethos or sense of community at every opportunity.

MORE OPPORTUNITIES

12 Most managers in the school make good use of all the skills available to them.

INVOLVED

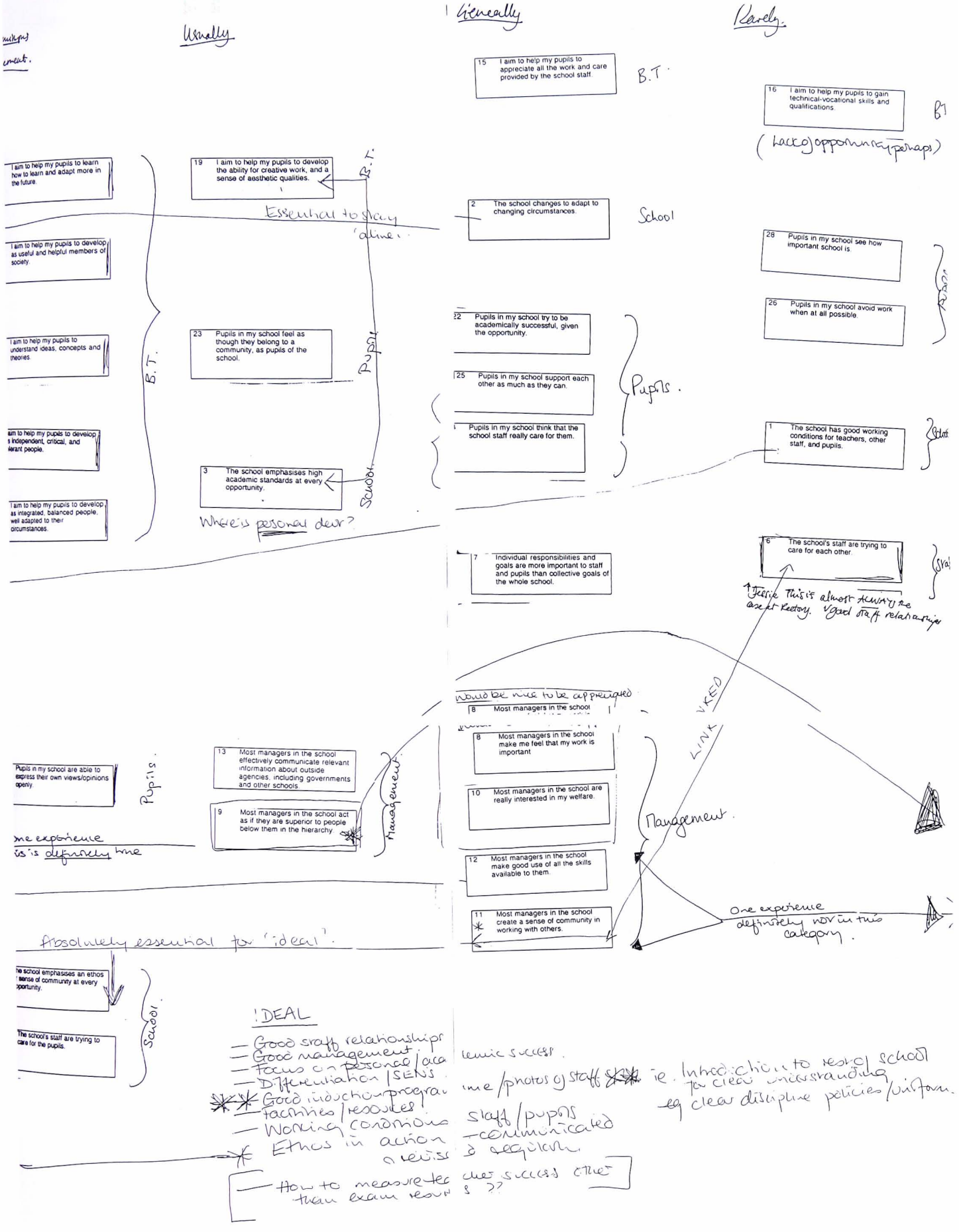
26 Pupils in my school avoid work when at all possible.

Group 2 Tasks A & B

This group created four categories, of 'unanimous agreement', 'usually', 'generally', and 'rarely'.

There are three areas of disagreement within the group, indicated in the 'black' comments (i.e. the 'reality' comments). These are with respect to statement 6, with one student saying that for their school, this statement was 'almost always the case' rather than 'rarely' the case; statements 11 and 12, with one student suggesting 'rarely' rather than 'generally'; and statement 9, with one student suggesting 'unanimous agreement' rather than 'usually'.

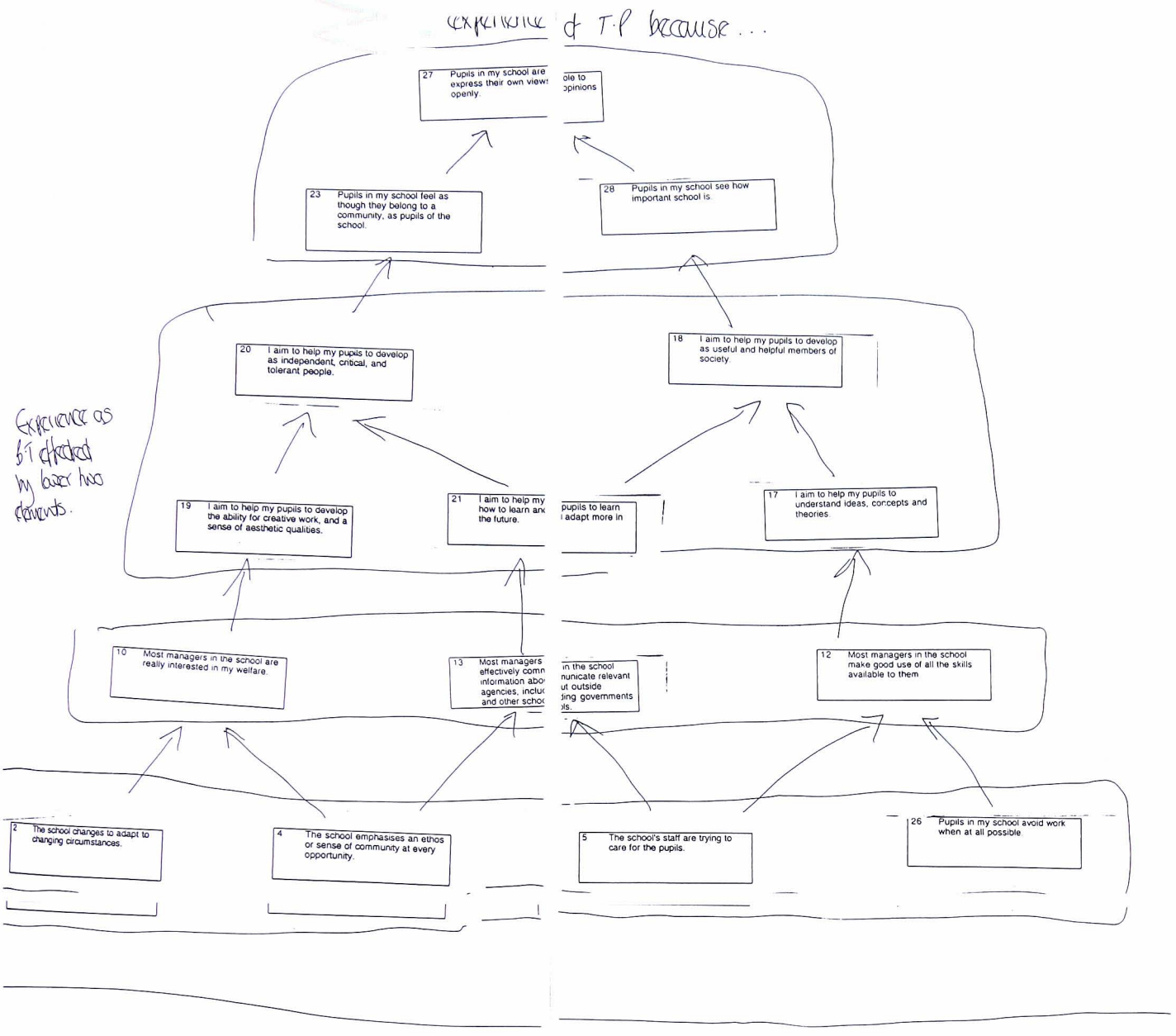
Task B involved indicating in a red pen what the 'ideal' situation might be. The red 'ideal' additions on this diagram are the arrows moving statements 1, 2, 9 (the arrow moving it to 'rarely'), and 11 and 12 (the arrows moving these towards 'unanimous agreement'), and the whole written list at the bottom of the paper entitled 'Ideal'.


Usually
Generally
Rarely.
15 I aim to help my pupils to appreciate all the work and care provided by the school staff.
B.T.
16 I aim to help my pupils to gain technical-vocational skills and qualifications.
(lacks opportunity perhaps)
I aim to help my pupils to learn how to learn and adapt more in the future.
19 I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.
Essential to stay 'alive'.
2 The school changes to adapt to changing circumstances.
School
I aim to help my pupils to develop as useful and helpful members of society.
28 Pupils in my school see how important school is.
I aim to help my pupils to understand ideas, concepts and theories.
23 Pupils in my school feel as though they belong to a community, as pupils of the school.
B.T.
Pupils
22 Pupils in my school try to be academically successful, given the opportunity.
26 Pupils in my school avoid work when at all possible.
25 Pupils in my school support each other as much as they can.
Pupils.
Pupils in my school think that the school staff really care for them.
1 The school has good working conditions for teachers, other staff, and pupils.
3 The school emphasises high academic standards at every opportunity.
School
Where is personal dev?
7 Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school.
6 The school's staff are trying to care for each other.
Yes/ie this is almost always the case at Rectory. Good staff relationships
would be nice to be appreciated
8 Most managers in the school
8 Most managers in the school make me feel that my work is important
10 Most managers in the school are really interested in my welfare.
12 Most managers in the school make good use of all the skills available to them.
11 Most managers in the school create a sense of community in working with others.
LINK
Management.
Pupils in my school are able to express their own views/opinions openly.
Pupils.
13 Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.
9 Most managers in the school act as if they are superior to people below them in the hierarchy.
Management
one experience is definitely true
One experience definitely not in this category.
Absolutely essential for 'ideal'.
he school emphasises an ethos sense of community at every portunity.
The school's staff are trying to care for the pupils.
School
!DEAL
— Good staff relationships
— Good management
— Focus on presence/aca
— Differentiation/SENS
— Good induction/progra
— facilities/resources
— Working conditions
— Ethos in action
— How to measure te than exam resu
demic success.
me/photos of staff
ie. Introduction to rest of school for clear understanding eg clear discipline policies/uniform.
staff/pupils communicated & acquired.
clear success other s ??
.2 A/R 1/1/97

Group 3 Tasks A & B

This group created a division into those statements headed by 'A good experience of T.P. because ...', and those headed by 'Not evident in teaching practice school'.

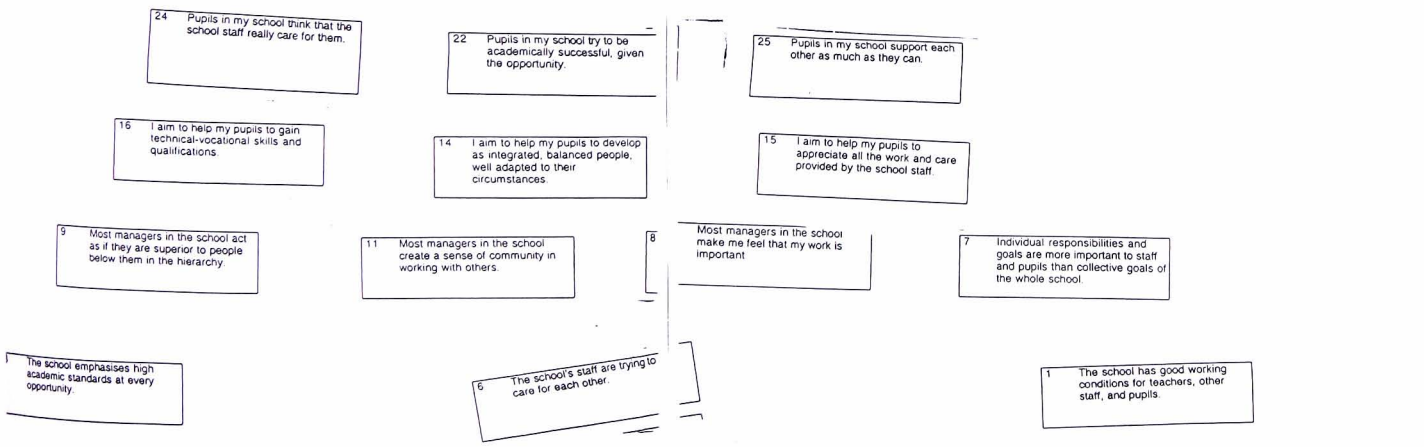
There were red additions indicating 'ideal' comments, and no explanation given on the sheet. This group left the session early, though, without having time to complete the 'ideal' task, and took no further part in the later tasks.



Experience of T.P because ...

Experience as b.t affected by both the elements.

Not evident in teaching practice School ...



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Group 4 Tasks A & B

This group created a fairly complex pattern for 'reality', reflecting the disagreements within the group, although the general pattern was 'agree' to the left and 'disagree' to the right.

Disagreements within the group are indicated, referring to statements 3 and 7, and to the groups of statements also indicated by the encircled numbers 1 and 2.

'Ideal' comments in red are the encircled numbers 1 and 2, and the four statements:

> 'Down to one BT to decide on ideal school. – All comments would be relevant to ideal school BUT for D [a pseudonym for a school] to become ideal more emphasise could be placed on school ethos, as at B [pseudonym of another school] (1) [i.e. referring to the group of statements labelled '(1)'] and management of the school. It seems that B (2) [i.e. referring to the group of statements labelled '(2)'] was nearer to the ideal than D, although D was fine.'
>
> 'individual responsibilities very important for individual, but a school needs to emphasise collective goals to be able to survive.'
>
> 'Loose canon – could emphasise this more in ideal school.'
>
> 'Also must stay in ideal school' [added to the 'reality' statements 22, 23, 27 and 28]

A more detailed breakdown of the diagram follows, with the diagram divided (and further subdivided) into several sections, according to sections on the diagram. The pseudonyms 'B' and 'D' are used for the two schools named on the sheet.

'Agree' statements (on the left of the sheet)

Prefaced by 'BT's aims agreed'

I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.

I aim to help my pupils to understand ideas, concepts and theories.

I aim to help my pupils to develop as useful and helpful members of society.

I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.

I aim to help my pupils to develop as independent, critical, and tolerant people.

I aim to help my pupils to learn how to learn and adapt more in the future.

Prefaced by 'Reality – also must stay in ideal school'

Pupils in my school are able to express their own views/opinions openly.

Pupils in my school feel as though they belong to a community, as pupils of the school.

Pupils in my school try to be academically successful, given the opportunity.

Pupils in my school see how important school is.

Numbered '(1)', and annotated with 'B [pseudonym for a school] BT agreed very strongly with these comments'

Most managers in the school make good use of all the skills available to them.

The school emphasises an ethos or sense of community at every opportunity.

The school's staff are trying to care for the pupils.

The school has good working conditions for teachers, other staff, and pupils.

Most managers in the school create a sense of community in working with others.

'Disagree' statements (on the right of the sheet)

I aim to help my pupils to gain technical-vocational skills and qualifications

Pupils in my school support each other as much as they can

Free-standing comment

Down to one BT to decide on ideal school. – All comments would be relevant to ideal school BUT for D [pseudonym for a school] to become ideal more emphasise could be placed on school ethos, as at B (1) [i.e. referring to the group of statements labelled '1'] and management of the school. It seems that B (2) [i.e. referring to the group of statements labelled '2'] was nearer to the ideal than D, although D was fine.

Statement described as a 'loose cannon'

Annotated 'loose cannon', with added comment 'could emphasise this more in ideal school'.

I aim to help my pupils to appreciate all the work and care provided by the school staff

Statements agreed with by one student, disagreed with by another

Numbered '(2)', and with the statement added 'Agreed with by one BT, disagreed with by another'

The school changes to adapt to changing circumstances.

The school's staff are trying to care for each other.

Most managers in the school make me feel that my work is important.

Most managers in the school are really interested in my welfare.

Most managers in the school act as if they are superior to people below them in the hierarchy.

Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.

Pupils in my school think that the school staff really care for them.

Statements 'on their own'

Placed towards the left hand side (i.e. the 'agree' side), but with the note 'Not at D <u>every</u> opportunity, but often – but every opp at B'

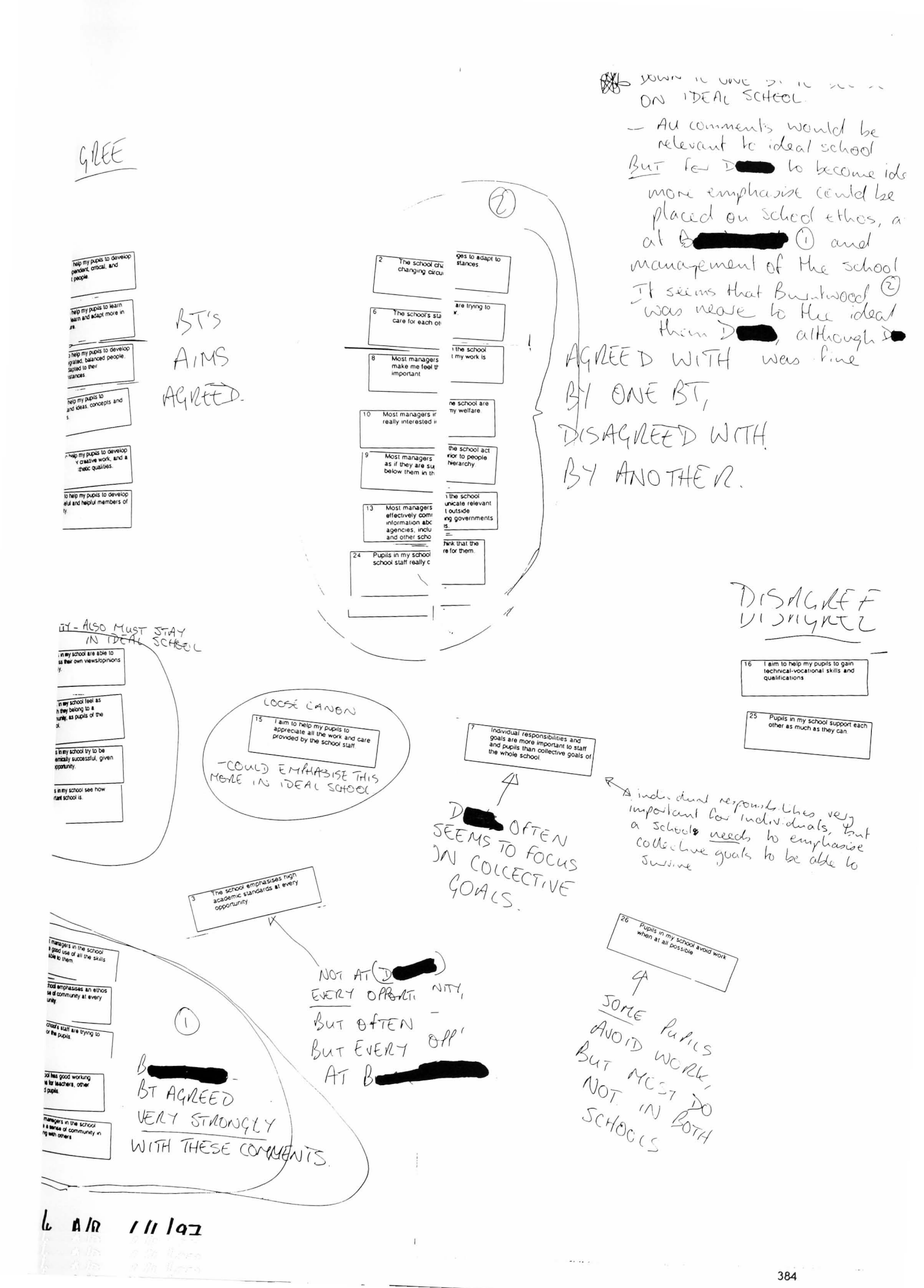
The school emphasises high academic standards at every opportunity.

Placed in the middle, closer to the 'disagree' than the 'agree' side, with these separate notes added: 'D often seems to focus on collective goals'; and 'individual responsibilities very important for individuals, but a school <u>needs</u> to emphasise collective goals to be able to survive'

Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school.

Placed towards the right ('disagree') side, with the added comment 'Some pupils avoid work, but most do not in both schools'

Pupils in my school avoid work when at all possible

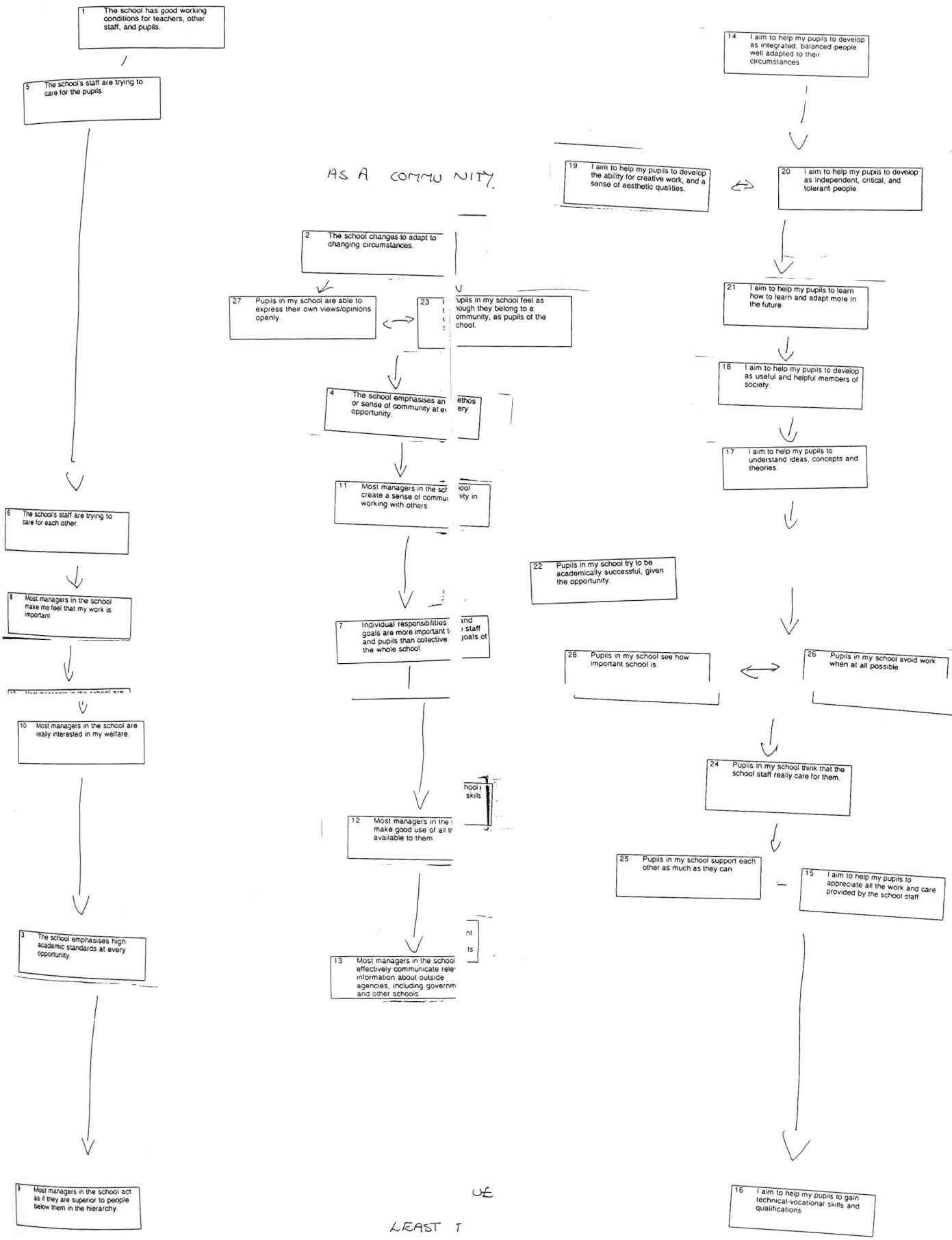

AGREE
help my pupils to develop ... dependent, critical, and ... people.
help my pupils to learn ... learn and adapt more in ...
help my pupils to develop ... grated, balanced people. ... tapted to their ...stances.
help my pupils to ... and ideas, concepts and ...
help my pupils to develop ... r creative work, and a ...thetic qualities.
to help my pupils to develop ...eful and helpful members of ...ty.
BT's AIMS AGREED.
2 The school ch... changing circu... ...ges to adapt to ...stances.
6 The school's sta... care for each ot... ...are trying to ...r.
8 Most managers ... make me feel th... important ... the school ... my work is
10 Most managers ir... really interested ... ...ne school are ...my welfare.
9 Most managers ... as if they are su... below them in th... ... the school act ...rior to people ...hierarchy.
13 Most managers ... effectively comm... information abc... agencies, inclu... and other scho... ... the school ...unicate relevant ...t outside ...ng governments ...ls.
24 Pupils in my school ... school staff really c... ...hink that the ...re for them.
AGREED WITH BY ONE BT, DISAGREED WITH BY ANOTHER.
DISAGREE DISAGREE
16 I aim to help my pupils to gain technical-vocational skills and qualifications
25 Pupils in my school support each other as much as they can
...ITY - ALSO MUST STAY IN IDEAL SCHOOL
...in my school are able to ...s their own views/opinions ...y.
...in my school feel as ...h they belong to a ...unity, as pupils of the ...ol.
...s in my school try to be ...emically successful, given ...opportunity.
...s in my school see how ...rtant school is.
LOOSE CANON
15 I aim to help my pupils to appreciate all the work and care provided by the school staff
-COULD EMPHASISE THIS MORE IN IDEAL SCHOOL
7 Individual responsibilities and goals are more important to staff and pupils than collective goals of the whole school
D... OFTEN SEEMS TO FOCUS ON COLLECTIVE GOALS.
individual responsibilities very important for individuals, but a school needs to emphasise collective goals to be able to survive
3 The school emphasises high academic standards at every opportunity
NOT AT (D...) EVERY OPPORTUNITY, BUT OFTEN - BUT EVERY OFF AT B...
...managers in the school ...good use of all the skills ...able to them.
...hool emphasises an ethos ...se of community at every ...unity.
...ool's staff are trying to ...or the pupils.
...ol has good working ...s for teachers, other ...d pupils.
...managers in the school ...s a sense of community in ...ng with others
1
B...
BT AGREED VERY STRONGLY WITH THESE COMMENTS.
26 Pupils in my school avoid work when at all possible
SOME PUPILS AVOID WORK, BUT MOST DO NOT IN BOTH SCHOOLS
...DOWN IT ONE BY IT ... ON IDEAL SCHOOL
- All comments would be relevant to ideal school
BUT for D... to become ide... more emphasise could be placed on school ethos, a... at B... (1) and management of the school
It seems that Burntwood (2) was nearer to the ideal than D..., although D...
...11/97

Group 5 Tasks A & B

This group ordered the statements from 'most true' (at the top of the page) to 'least true' (at the bottom), and had three columns headed 'school' (on the left), 'as a community' (centre) and 'pupils' (right).

No disagreements within the group were indicated.

There were no 'ideal' changes on the sheet, and no explanation given of this absence. The group did take part in the following task (i.e. Task C), but had to leave before completing Task D.



Grp 5 A/B 21/2/97

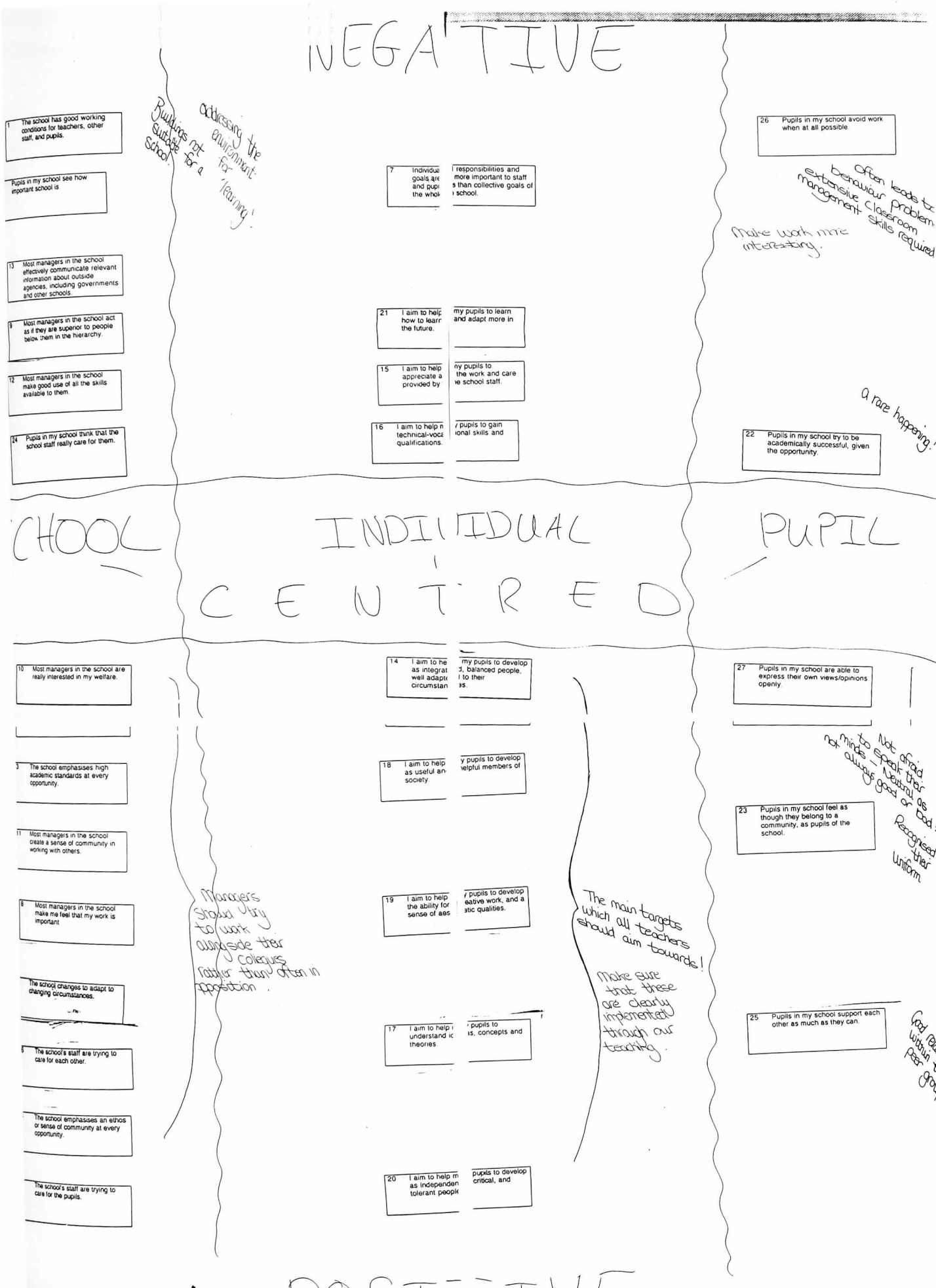
Group 6 Tasks A & B

This group ordered the statements 'negative' to 'positive' (top to bottom), and into 'school', 'individual-centred' and 'pupil' columns (left to right).

No disagreements within the group were indicated.

'Ideal' comments in red were the following:

> 'addressing the environment for 'learning'.'
>
> 'Make work more interesting.'
>
> 'Managers should try to work alongside their collegues rather than often in opposition.'
>
> 'Make sure that these are clearly implemented through our teaching.'


NEGATIVE
Buildings not suitable for a school.
addressing the environment for learning!
1 The school has good working conditions for teachers, other staff, and pupils.
Pupils in my school see how important school is.
13 Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.
9 Most managers in the school act as if they are superior to people below them in the hierarchy.
12 Most managers in the school make good use of all the skills available to them.
24 Pupils in my school think that the school staff really care for them.
7 Individual goals are and pupil the whol responsibilities and more important to staff than collective goals of school.
21 I aim to help how to learn the future. my pupils to learn and adapt more in
15 I aim to help appreciate a provided by my pupils to the work and care school staff.
16 I aim to help n technical-voca qualifications. pupils to gain ional skills and
26 Pupils in my school avoid work when at all possible.
Often leads to behaviour problem extensive classroom management skills required
Make work more interesting.
a rare happening!
22 Pupils in my school try to be academically successful, given the opportunity.
SCHOOL
INDIVIDUAL
CENTRED
PUPIL
10 Most managers in the school are really interested in my welfare.
3 The school emphasises high academic standards at every opportunity.
11 Most managers in the school create a sense of community in working with others.
8 Most managers in the school make me feel that my work is important.
The school changes to adapt to changing circumstances.
6 The school's staff are trying to care for each other.
The school emphasises an ethos or sense of community at every opportunity.
The school's staff are trying to care for the pupils.
14 I aim to he as integrat well adapt circumstan my pupils to develop d, balanced people, to their es.
18 I aim to help as useful an society y pupils to develop elpful members of
19 I aim to help the ability for sense of aes pupils to develop eative work, and a atic qualities.
17 I aim to help understand ic pupils to s, concepts and theories.
20 I aim to help m as independen tolerant peopl pupils to develop critical, and
Managers should try to work alongside their colleagues rather than often in opposition.
The main targets which all teachers should aim towards!
Make sure that these are clearly implemented through our teaching.
27 Pupils in my school are able to express their own views/opinions openly.
Not afraid to speak their minds - Natural as always good or bad!
23 Pupils in my school feel as though they belong to a community, as pupils of the school.
Recognised by their uniform
25 Pupils in my school support each other as much as they can.
Good relationships within the peer groups.
POSITIVE
Group 6 A/B 6/6/97

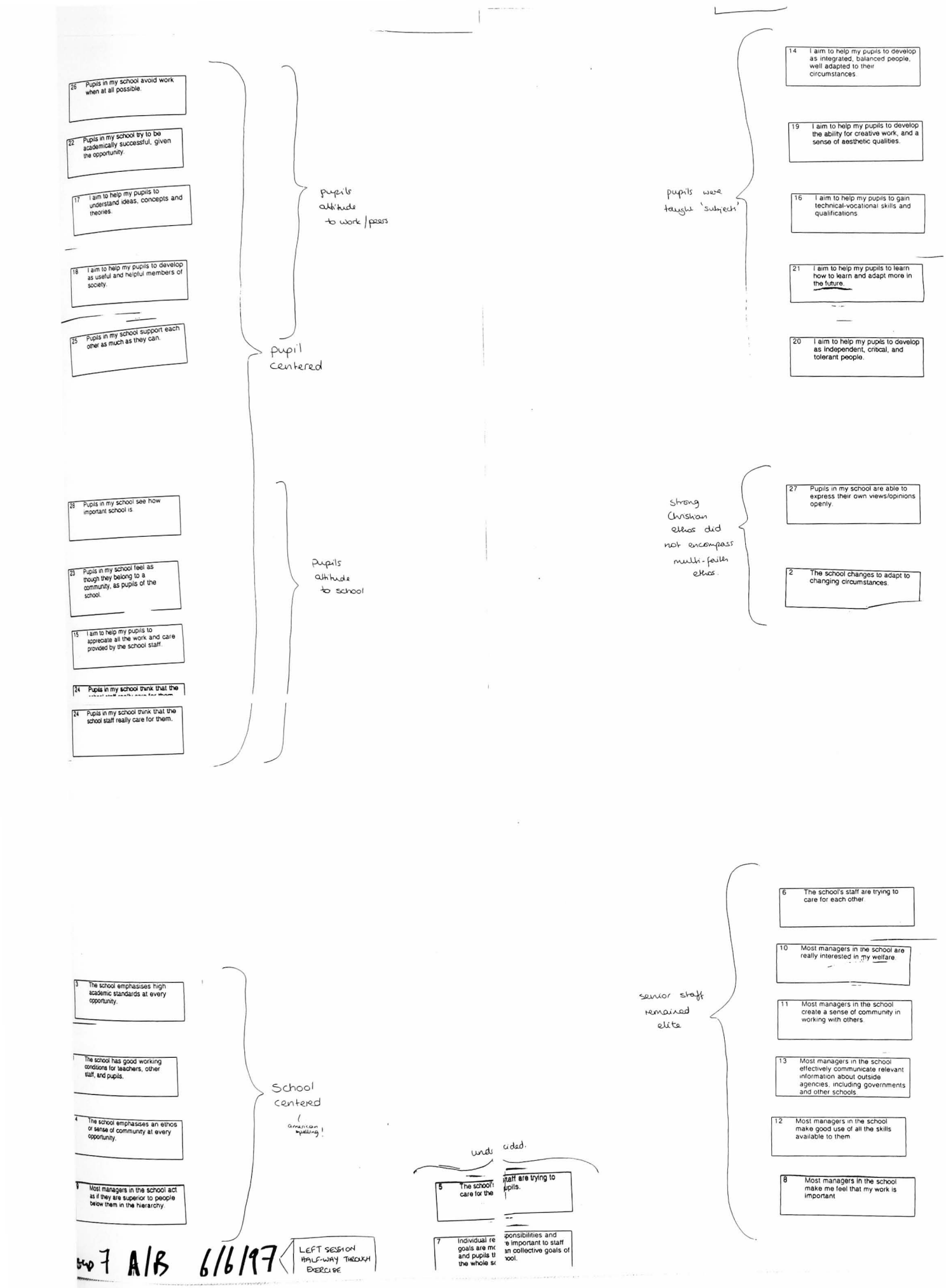
Group 7 Tasks A & B

This group headed the sheet 'Do we agree with these statements?', with 'true' to the left, 'false' to the right, and 'undecided' in the centre.

There were no indications of disagreement within the group, and they added the statement 'left session half-way through exercise' to explain the absence of any red 'ideal' comments.

In order to help clarify the diagram, references to the eight 'teacher qualities' by Group 7, are described below:

'True' *The students made an additional comment, attached to one bracket around all three of these 'true' statements (along with another six statements): 'pupil centred'. The comment 'pupils attitude to work/peers' was added to the group of statements including the first two, below; the comment 'pupils attitude to school' was added to the group of statements including the third, below.*	**'False'** *The students made an additional comment, attached to a bracket around all five of these 'false' statements: 'pupils were taught "subjects"'.*
I aim to help my pupils to understand ideas, concepts and theories.	I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.
I aim to help my pupils to develop as useful and helpful members of society.	I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.
I aim to help my pupils to appreciate all the work and care provided by the school staff.	I aim to help my pupils to gain technical-vocational skills and qualifications.
	I aim to help my pupils to learn how to learn and adapt more in the future.
	I aim to help my pupils to develop as independent, critical, and tolerant people.


26 Pupils in my school avoid work when at all possible.
22 Pupils in my school try to be academically successful, given the opportunity.
17 I aim to help my pupils to understand ideas, concepts and theories.
18 I aim to help my pupils to develop as useful and helpful members of society.
25 Pupils in my school support each other as much as they can.
pupils attitude to work/peers
pupil centered
28 Pupils in my school see how important school is.
23 Pupils in my school feel as though they belong to a community, as pupils of the school.
15 I aim to help my pupils to appreciate all the work and care provided by the school staff.
24 Pupils in my school think that the school staff really care for them.
Pupils attitude to school
pupils were taught 'subjects'
14 I aim to help my pupils to develop as integrated, balanced people, well adapted to their circumstances.
19 I aim to help my pupils to develop the ability for creative work, and a sense of aesthetic qualities.
16 I aim to help my pupils to gain technical-vocational skills and qualifications.
21 I aim to help my pupils to learn how to learn and adapt more in the future.
20 I aim to help my pupils to develop as independent, critical, and tolerant people.
Strong Christian ethos did not encompass multi-faith ethos.
27 Pupils in my school are able to express their own views/opinions openly.
2 The school changes to adapt to changing circumstances.
3 The school emphasises high academic standards at every opportunity.
The school has good working conditions for teachers, other staff, and pupils.
4 The school emphasises an ethos or sense of community at every opportunity.
Most managers in the school act as if they are superior to people below them in the hierarchy.
School centered
(American spelling!)
senior staff remained elite
6 The school's staff are trying to care for each other.
10 Most managers in the school are really interested in my welfare.
11 Most managers in the school create a sense of community in working with others.
13 Most managers in the school effectively communicate relevant information about outside agencies, including governments and other schools.
12 Most managers in the school make good use of all the skills available to them.
8 Most managers in the school make me feel that my work is important.
6&7 A/B 6/6/97
LEFT SESSION HALF-WAY THROUGH EXERCISE

Task C

For task C, several students were unable to take part, and the groups remaining were numbers 1, 2, 5 and 6. One student from Group 4 remained, but joined Group 5: this is the student working at the school referred to in Chapter IV, above, as school D.

This task made use of a set of statements describing different elements of the PGCE course along with previous work and experience of the students. The students were asked to group and explain these statements, according to how the different elements contributed to their work in the main practice schools, and how the elements contributed to the life of the school as a whole.

The statements were as follows:

a My curriculum research.
b My professional studies research.
c Teaching my main subject.
d Teaching other subjects.
e Mentoring and other support from my school's subject tutor.
f Mentoring and other support from my school's professional studies tutor.
g Tutoring and other support from my Institute tutor.
h Lectures and other sessions in the Institute.
i Institute library, media, and computing facilities.
j My previous paid work experience (e.g. jobs).
k My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).
l My previous studies.
m The pupils in my school.
n Other Beginning Teachers working in the same school.
o Other Beginning Teachers at the Institute.
p Other teachers in my school.

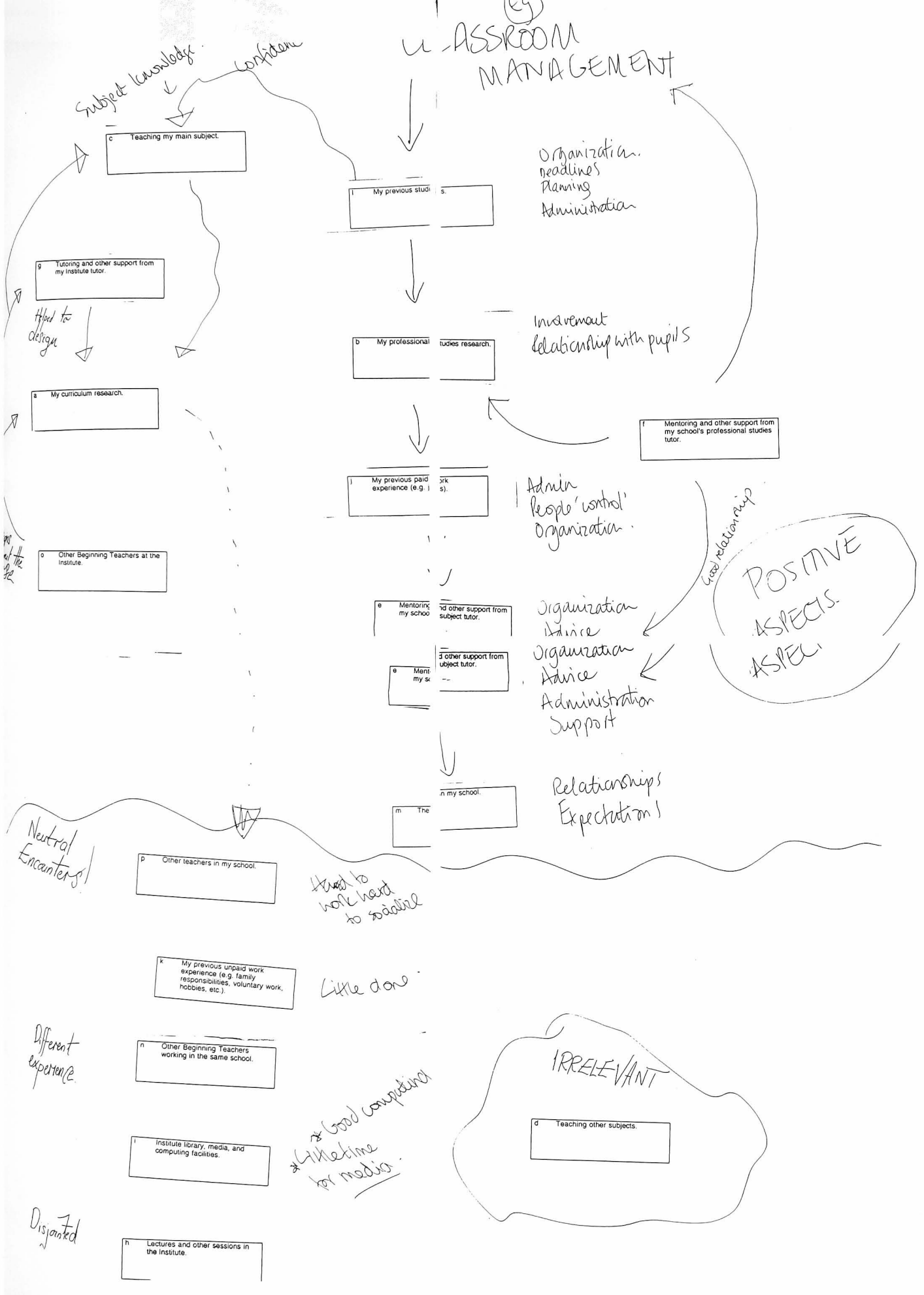
Each group attached comments to different statements. These comments are transcribed, in statement order. (An account of the comments from all four Groups forms Figure 3 in Chapter IV, above.) Other indications on the sheet are given, in the table of statements, in square brackets.

Group 1 Task C

This group divided the statements into 'positive aspects' (above the horizontal line), 'neutral encounters' (bottom left) and 'irrelevant' (for statement d).

There were no indications of disagreement within the group.

a	My curriculum research.	
b	My professional studies research.	Involvement Relationship with pupils
c	Teaching my main subject.	Subject knowledge Confidence
d	Teaching other subjects.	
e	Mentoring and other support from my school's subject tutor.	Organization Advice Administration Support
f	Mentoring and other support from my school's professional studies tutor.	[Arrow to *e* with the comment added to the arrow 'Good relationship']
g	Tutoring and other support from my Institute tutor.	Helped to design
h	Lectures and other sessions in the Institute.	Disjointed
i	Institute library, media, and computing facilities.	Good computing Little time for media
j	My previous paid work experience (e.g. jobs).	Admin People 'control' Organization
k	My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).	Little done
l	My previous studies.	Organization. Deadlines Planning Administration
m	The pupils in my school.	
n	Other Beginning Teachers working in the same school.	Different experience
o	Other Beginning Teachers at the Institute.	Discussed throughout the course
p	Other teachers in my school.	Had to work hard to socialize


Subject knowledge
Confidence
c Teaching my main subject.
g Tutoring and other support from my institute tutor.
Hard to design
a My curriculum research.
o Other Beginning Teachers at the institute.
l My previous studi s.
b My professional tudies research.
j My previous paid experience (e.g.) s).
e Mentoring d other support from my schoo subject tutor.
e Ment d other support from my sc ubject tutor.
n my school.
m The
f Mentoring and other support from my school's professional studies tutor.
CLASSROOM MANAGEMENT
Organization. Deadlines Planning Administration
Involvement Relationship with pupils
Admin People' control' Organization.
Good relation ship
POSITIVE ASPECTS. ASPEC
Organization Advice
Organization Advice Administration Support
Relationships Expectations
Neutral/ Encounters/
p Other teachers in my school.
Hard to work hard to socialize
k My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).
Little done
Different experience
n Other Beginning Teachers working in the same school.
i Institute library, media, and computing facilities.
Good computing
Lifetime for media
Disjointed
h Lectures and other sessions in the Institute.
IRRELEVANT
d Teaching other subjects.

11/97

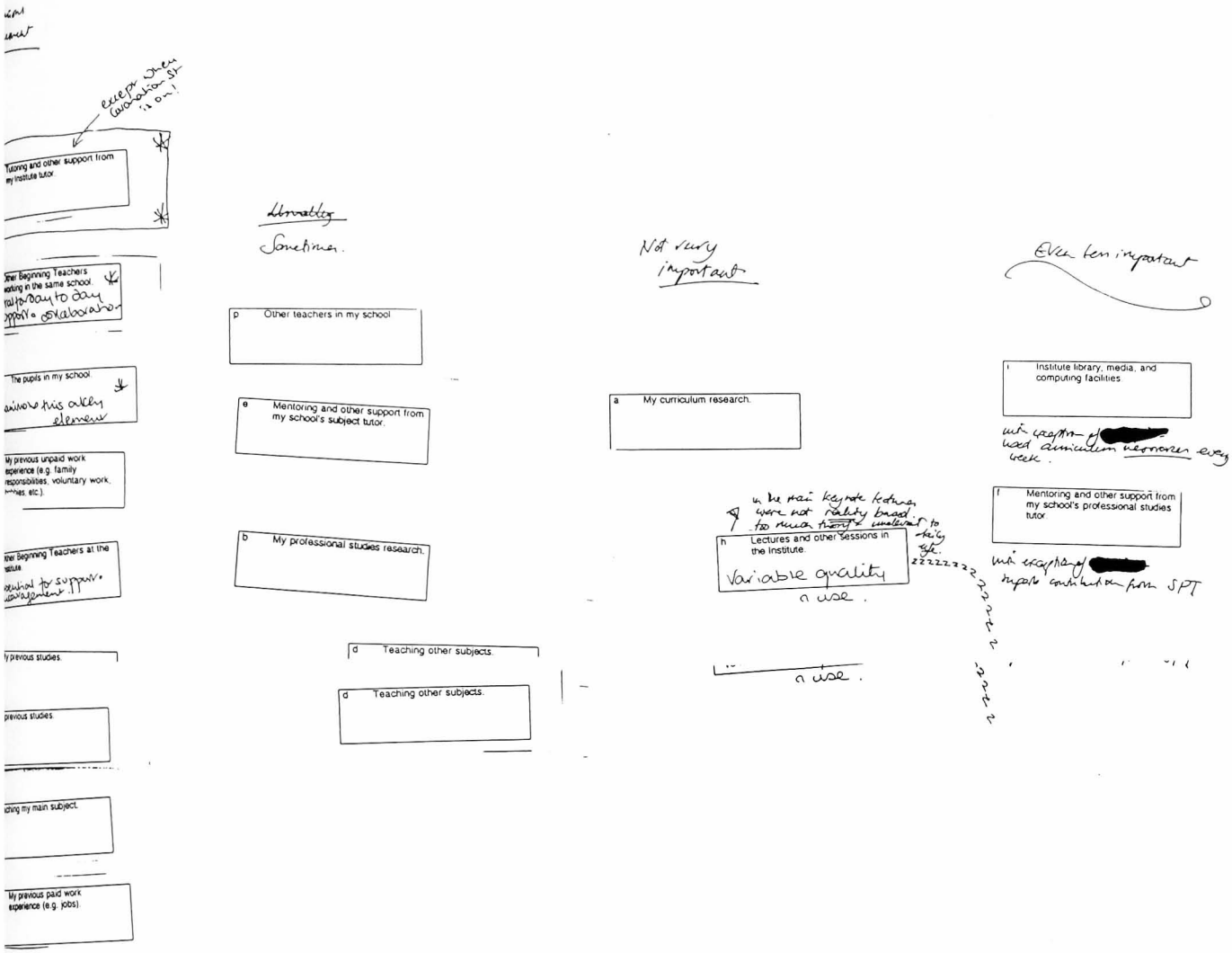
Group 2 Task C

This group arranged the statements from 'unanimous agreement' on the left, through 'sometimes', 'not very important', to 'even less important' on the right.

The annotations include the humorous 'except when Coronation St is on!' (as the tutor asked not to be telephoned at that time), added to *g*, which also gets four asterisks (presumably an indication of importance within the group of statements); 'vital for day to day support + collaboration' and three asterisks added to *n*; 'unanimous this a key element' and one asterisk added to *m*; 'essential for support + encouragement' and one asterisk added to *o*. To *h* is added 'in the main keynote lectures were not reality based, too much theory – irrelevant to daily life', and 'zzzzz ...', and 'variable quality + use'.

There was disagreement within the group, with respect to statements *i* and *f*, on the right of the diagram. To *i* is added 'with exception of [name of student] – used curriculum resources every week'; to *f* is added 'with exception of [name of same student] – superb contribution from SPT'.

a	My curriculum research.	
b	My professional studies research.	
c	Teaching my main subject.	
d	Teaching other subjects.	
e	Mentoring and other support from my school's subject tutor.	
f	Mentoring and other support from my school's professional studies tutor.	with exception of [name of student] – superb contribution from SPT
g	Tutoring and other support from my Institute tutor.	except when Coronation St is on!
h	Lectures and other sessions in the Institute.	in the main keynote lectures were not reality based, too much theory – irrelevant to daily life zzzzz ... variable quality + use
i	Institute library, media, and computing facilities.	with exception of [name of student] – used curriculum resources every week
j	My previous paid work experience (e.g. jobs).	
k	My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).	
l	My previous studies.	
m	The pupils in my school.	unanimous this a key element
n	Other Beginning Teachers working in the same school.	vital for day to day support + collaboration
o	Other Beginning Teachers at the Institute.	essential for support + encouragement
p	Other teachers in my school.	


except when collaboration
Tutoring and other support from my institute tutor.
Other Beginning Teachers starting in the same school.
The pupils in my school.
My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).
Other Beginning Teachers at the institute.
My previous studies.
My previous studies.
Teaching my main subject.
My previous paid work experience (e.g. jobs).
Sometimes.
p Other teachers in my school.
e Mentoring and other support from my school's subject tutor.
b My professional studies research.
d Teaching other subjects.
d Teaching other subjects.
Not very important
a My curriculum research.
h Lectures and other sessions in the institute.
Variable quality
a use.
a use.
Even ten important
i Institute library, media, and computing facilities.
f Mentoring and other support from my school's professional studies tutor.

02 C 6/6/97

Group 5 Task C

The teacher at school 'D' who was in Group 4 for Tasks A & B, moved to this group for Task C. The pseudonym 'D' is therefore retained. This group arranged statements roughly from 'agree' on the left through 'some agree but some dont' [sic], to 'disagree' on the right.

The main disagreements were over statements *e* and *f*. The addition to *e* on the left (i.e. towards 'agree') said 'subject tutor supportive in keeping me teaching, but not clear why', and this contrasts with another comment of 'a serious lack'; the addition to *f* on the left (i.e. towards 'agree') said 'at [name of school] she was excellent – couldn't be more helpful', in contrast to the other comment 'didn't really have enough time'.

a My curriculum research.	Useful for future should have been done earlier if to be useful at PTE
b My professional studies research.	this was valued + topical to D + so it was well supported
c Teaching my main subject.	? forgotton what it was! [Unclear] yes
d Teaching other subjects.	C.M.I. – Geography – D.O.V.E – Travel + Tourism – P.S.E Geography History Sociology Health + Social Care Integrated Humanities – useful experiences for future direction
e Mentoring and other support from my school's subject tutor.	subject tutor supportive in keeping me teaching, but not clear why OK. A serious lack Useful when it happened
f Mentoring and other support from my school's professional studies tutor.	At D she was excellent – couldn't be more helpful didn't really have enough time
g Tutoring and other support from my Institute tutor.	V.G. most of the time
h Lectures and other sessions in the Institute.	Lectures were not of much help some sessions were. Information not given in waffle form Many of these seemed of minimal value to teaching at D Most of the time they seemed like fill ins or make weights just to pile on the

		pressure.
i	Institute library, media, and computing facilities.	D – all materials used/found in school very useful but the admin system at desk needs good sort out!
j	My previous paid work experience (e.g. jobs).	good for working with students individually
k	My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).	Yes – all had a tremendous influence on the way I taught Very useful for some subjects. Good for school involvement
l	My previous studies.	Will be if I can teach Philosophy D Not a lot of relevance to KS3/KS4 RE, but much to Sociology. for all my 6th form work (Sociology Health + Social Care) not RE though
m	The pupils in my school.	Of course!
n	Other Beginning Teachers working in the same school.	yes had a great time gossiping personal support with resources team working
o	Other Beginning Teachers at the Institute.	support + resources
p	Other teachers in my school.	extremely variable no + it is just as well they didn't

SOME I AGREE BUT SOME I DO NT.

DISAGREE

-EE

very useful for some subjects good for school involvement

paid work
g family
voluntary work.

teacher

i Institute library, media and computing facilities

very useful but the admin system at desk needs good sort out!

D - all materials used found in school

e Mentoring and other support from my school's subject tutor.

useful when it happened

O.K.
A serious lack

COURSE!

a My curriculum research.

useful for future should have been done earlier if to be useful at PTE

g Tutoring and other support from my Institute tutor.

V.G. most of the time

c Teaching

i my main subject.

I forgotten what it was.

o Other Beginning Teachers at the Institute.

Support + Planned

Lectures were not of much help some sessions were. Information not given in usable form.

h Lectures and other sessions in the Institute.

many of these seemed of minimal value to teaching at D

b My professional studies research.

this was valued & topical & D was helpful so it was well supported

n Other Beginning Teachers working in the same school.

Planned support

Geography History Classical Studies Humanities Languages

Tourism

I had a great time planning.

f Mentoring and other support from my school's professional tutor.

didn't really have enough time

l My previous studies

for all my 6th form work (sociology HEALTH+SOCIAL CARE) not RE tho Q

Will be of g cam years Philosophy

D Not a lot of relevance to KS3/KS4 RE, KS5 but much to Sociology

j My previous paid work experience (e.g. jobs)

good for working with students individually

At D she was excellent - could it be more helpful

p Other teachers in my school

otherwise invaluable

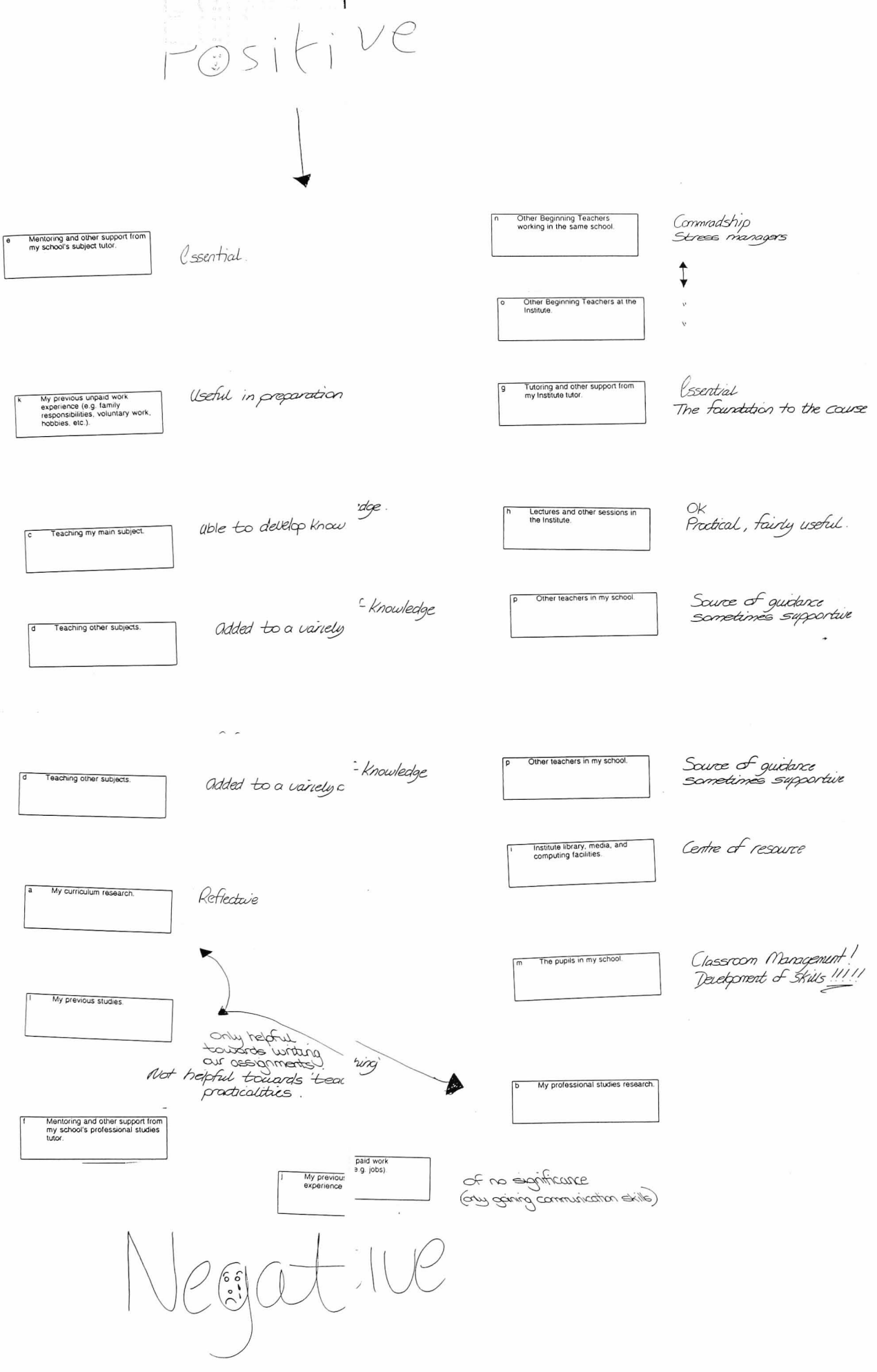
C 6/6/97

Group 6 Task C

This group arranged the statements from 'positive' at the top of the page to 'negative' at the bottom.

There were no indications of disagreement within the group.

a My curriculum research.	Reflective [Also arrow from comment attached to *l*, 'Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities'.]
b My professional studies research.	[Arrow from comment attached to *l*, 'Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities'.]
c Teaching my main subject.	Able to develop knowledge.
d Teaching other subjects.	Added to a variety of knowledge
e Mentoring and other support from my school's subject tutor.	Essential
f Mentoring and other support from my school's professional studies tutor.	
g Tutoring and other support from my Institute tutor.	Essential The foundation to the course
h Lectures and other sessions in the Institute.	OK Practical, fairly useful
i Institute library, media, and computing facilities.	Centre of resource
j My previous paid work experience (e.g. jobs).	Of no significance (only gaining communication skills)
k My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).	Useful in preparation
l My previous studies.	Only helpful towards writing our assignments. Not helpful towards 'teaching' practicalities.
m The pupils in my school.	Classroom Management! Development of skills !!!!!
n Other Beginning Teachers working in the same school.	Comradship Stress managers
o Other Beginning Teachers at the Institute.	[Ditto marks, indicating the same response as for *n*, i.e. 'Comradship' and 'Stress managers'.]
p Other teachers in my school.	Source of guidance Sometimes supportive

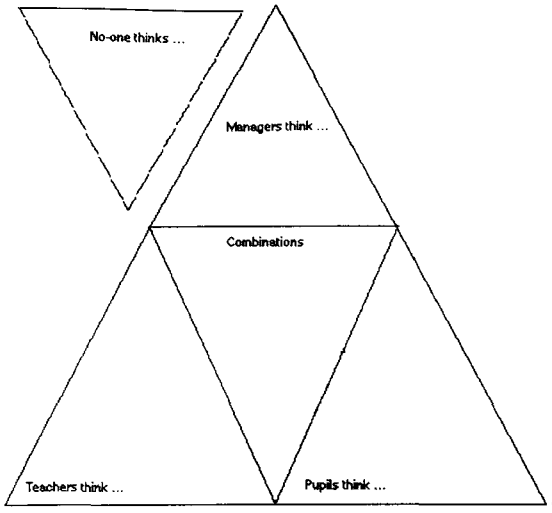

Positive
e Mentoring and other support from my school's subject tutor.
Essential.
n Other Beginning Teachers working in the same school.
Comradship
Stress managers
o Other Beginning Teachers at the Institute.
k My previous unpaid work experience (e.g. family responsibilities, voluntary work, hobbies, etc.).
Useful in preparation
g Tutoring and other support from my Institute tutor.
Essential
The foundation to the course
c Teaching my main subject.
able to develop know
dge.
h Lectures and other sessions in the Institute.
OK
Practical, fairly useful.
d Teaching other subjects.
Added to a variety
Knowledge
p Other teachers in my school.
Source of guidance
sometimes supportive
d Teaching other subjects.
Added to a variety o
Knowledge
p Other teachers in my school.
Source of guidance
sometimes supportive
i Institute library, media, and computing facilities.
Centre of resource
a My curriculum research.
Reflective
m The pupils in my school.
Classroom Management!
Development of Skills !!!!!
l My previous studies.
Only helpful towards writing our assignments.
Not helpful towards 'teac
practicalities.
ring'
b My professional studies research.
f Mentoring and other support from my school's professional studies tutor.
paid work
e.g. jobs)
j My previou
experience
of no significance
(only gaining communication skills)
Negative

Task D

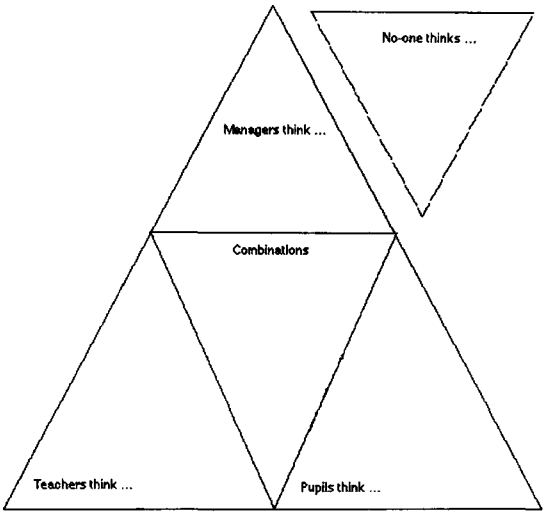
For task D, the group 4 students returned but group 5 students had had to leave, so the list of groups taking part was 1, 2, 4 and 6.

The task involved a 'triangles' diagram (itself separately reproduced on the following page), showing three groups of people (teachers, pupils, and managers), in a 'real' and 'ideal' version of the main practice school. Students were asked to fill in 'speech bubbles', saying what they thought each of these groups in the school might think or feel or say, and indicating where each speech bubble should go. Important 'unthought' things (i.e. important things that no group in the school thought) would be attached to the 'no-one thinks' triangle.

My Main Practice School



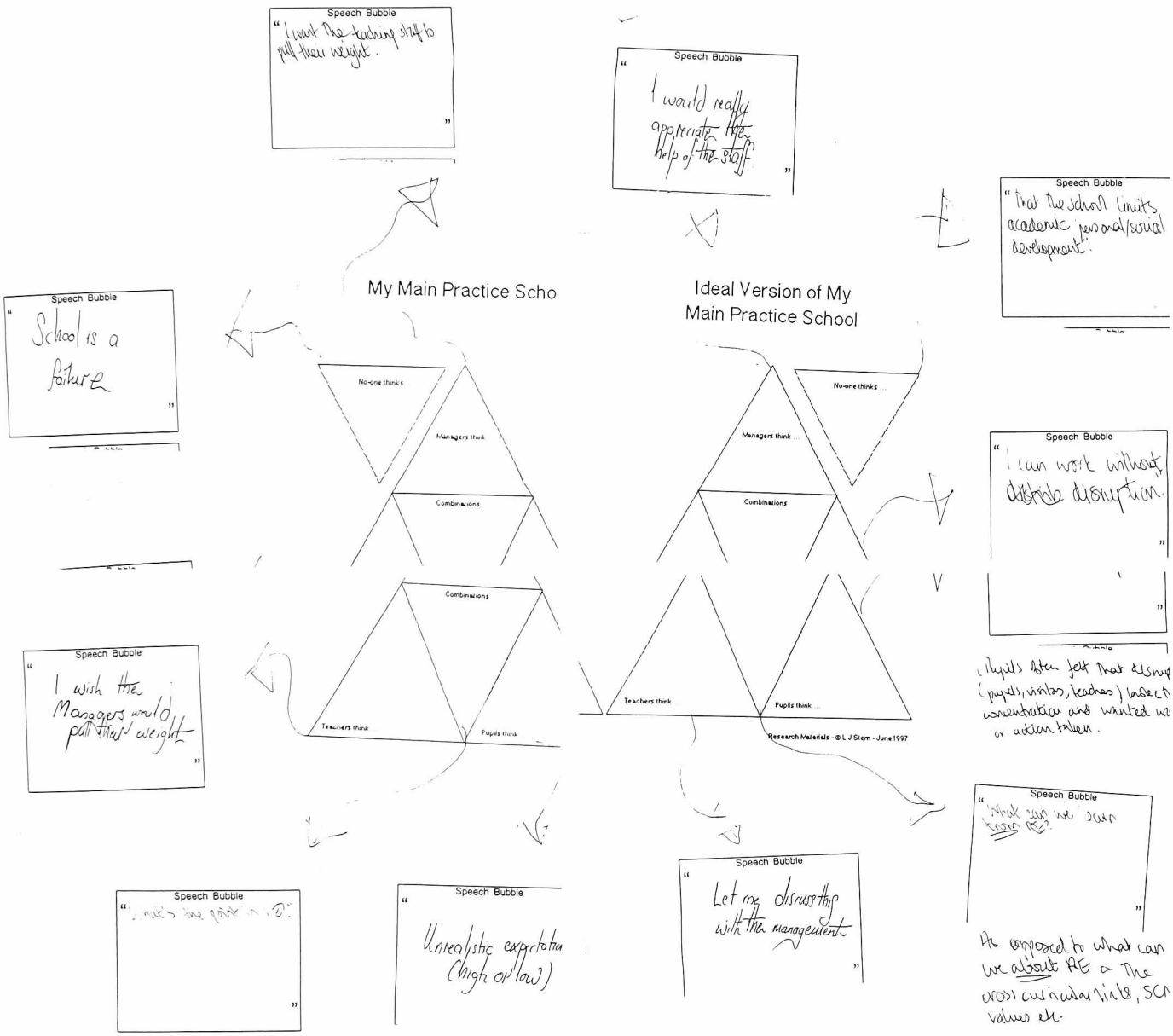
Ideal Version of My Main Practice School



Group 1 Task D

The group added these statements in the speech bubbles:

Category	My Main Practice School	Ideal Version of My Main Practice School
No-one	School is a failure	that the school limits academic/personal/social etc. development
Managers	I want the teaching staff to pull their weight	I would really appreciate the help of the staff.
Teachers	I wish the Managers would pull their weight	Let me discuss this with the management
Pupils	Unrealistic expectations (high or low)	I can work without disruption (Pupils often felt that disruptions (pupils, visitors, teachers) broke their concentration and wanted warning or action taken)
Combinations	What's the point in RE? RE doesn't seem to have a high profile – squeezed out of the timetable and not given adequate quality specialists.	What can we learn <u>from</u> RE? As opposed to what can we <u>about</u> RE – the cross curricular links, SCM aware, values etc.



(Pupils often felt that disrup
(pupils, visitors, teachers) lowered
orientation and wanted no
or action taken.

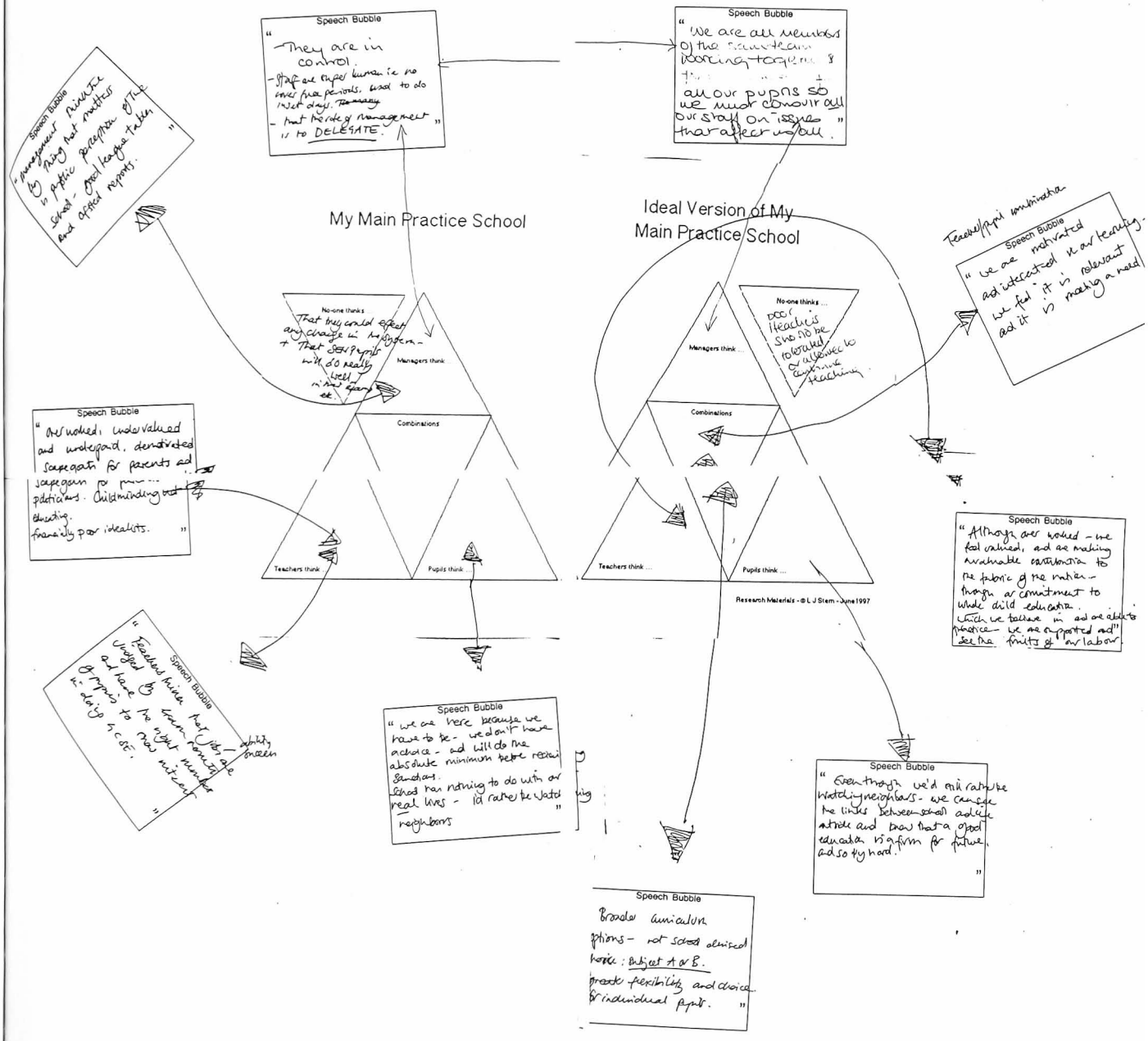
As opposed to what can
we about RE - The
cross curricular link, SCA
values etc.

RE doesn't seem to ~~have~~ have
a high profile → squeezed out
of the timetable and not
given adequate quality provision.

Group 2 Task D

The group added these statements in the speech bubbles:

Category	My Main Practice School	Ideal Version of My Main Practice School
No-one	That they could effect any change in the system – + that SEN pupils will do really well in their exams etc.	Poor teachers should be tolerated or allowed to continue teaching.
Managers	- They are in control. - Staff are super human ie no cover free periods, used to do inset days - that the role of management is to DELEGATE. Management think the key thing that matters is public perception of the school – good league table and Ofsted reports.	We are all members of the same team working together for the benefit of all our pupils so we must consult all our staff on issues that affect us all.
Teachers	Overworked, undervalued and underpaid, demotivated scapegoats for parents and politicians. Childminding not educating. Financially poor idealists. Teachers find that jobs – ability success – are judged by exam results and have the right number of pupils to show with [unclear] in doing GCSE.	Although over worked – we feel valued, and are making a valuable contribution to the fabric of the nation – through our commitment to whole child education which we believe in and are able to practice – we are supported and see the fruits of our labour.
Pupils	We are here because we have to be – we don't have a choice – and will do the absolute minimum before recieving sanctions. School has nothing to do with our real lives – I'd rather be watching neighbours	Even though we'd still rather be watching neighbours – we can see the links between school and life and know that a good education is a firm for future and so try hard.
Combinations		Broader curriculum options – not school devised choice: subject A or B. greater flexibility and choice for individual pupils. Teachers/pupils combination We are motivated and interested in our learning. We feel it is relevant and it is meeting a need.

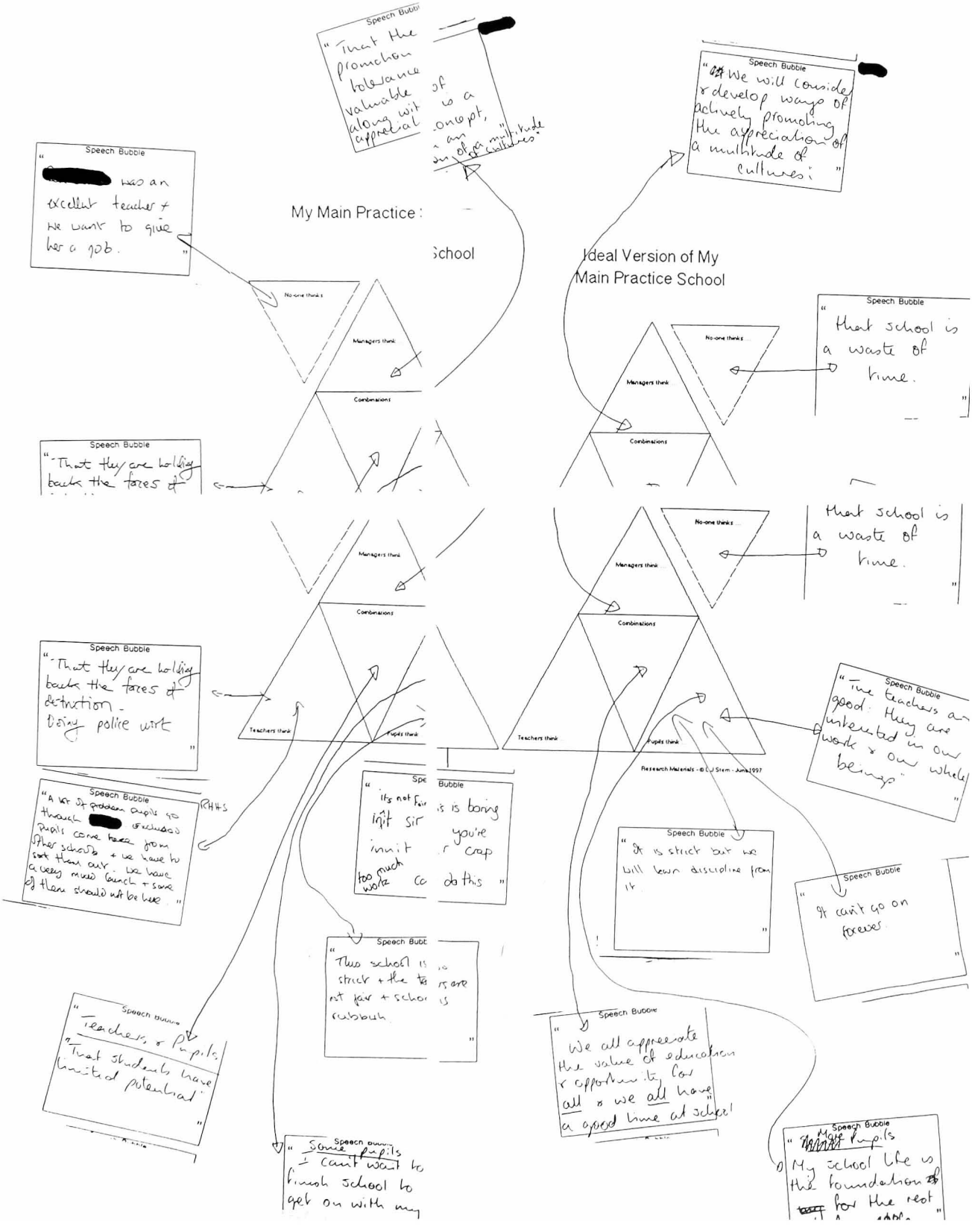


Group 2 D 6/6/17

Group 4 Task D

The group added these statements in the speech bubbles. The different statements within each bubble, indicated below by the separation of paragraphs, presumably indicate that there were different views and perhaps disagreement within the group.

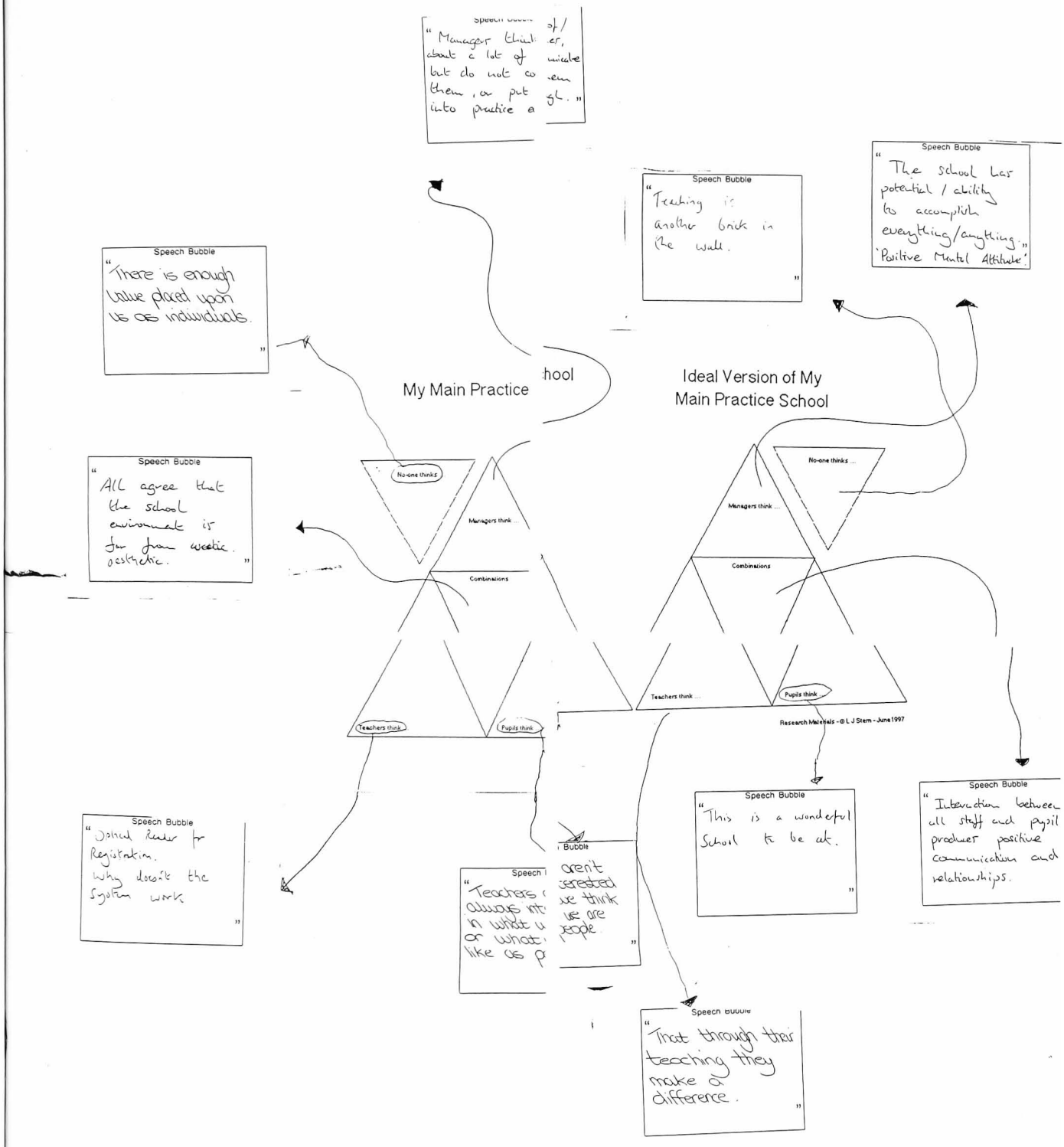
Category	My Main Practice School	Ideal Version of My Main Practice School
No-one	[Name of student] was an excellent teacher + we want to give her a job.	That school is a waste of time.
Managers	That the promotion of tolerance is a valuable concept, along with an appreciation of a multitude of cultures [with name of one school attached]	We will consider + develop ways of actively promoting the appreciation of a multitude of cultures [with name of the same school attached]
Teachers	That they are holding back the forces of destruction. Doing police work A lot of problem pupils go through [name of second school]. Excluded pupils come here from other schools + we have to sort them out. We have a very mixed bunch + some of them should not be here.	
Pupils	Its not fair this is boring innit sir innit ser you're crap too much work can't do this This school is too strict + the teachers are not fair + school is rubbish. <u>Some pupils</u>: I can't wait to finish school to get on with my life.	The teachers are good: they are interested in our work + our whole beings. It can't go on forever. It is strict but we will learn discipline from it. <u>More pupils</u>: My school life is the foundation for the rest of my life.
Combinations	<u>Teachers + Pupils</u> That students have limited potential [it is unclear whether this refers to pupils or to student teachers]	We all appreciate the value of education + opportunity for <u>all</u> + we <u>all</u> have a good time at school.


My Main Practice :
School
Ideal Version of My Main Practice School
No-one thinks ...
Managers think ...
Combinations
Teachers think ...
Pupils think ...
Research Materials - © J Stern - June 1997
Speech Bubble
"That the promotion tolerance valuable along wit appreciat
"[redacted] was an excellent teacher + we want to give her a job."
"That they are holding back the forces of destruction - Being polite wit
"That school is a waste of time."
"We will consider + develop ways of actively promoting the appreciation of a multitude of cultures."
"A lot of problem pupils go through [redacted] excluded pupils come here from other schools + we have to sort them out. We have a very mixed bunch + some of them should not be here."
"It's not fair is is boring init sir you're too much work co do this"
"This school is strict + the te rs are nt fair + schoo is rubbish"
"It is strict but we will learn discipline from it."
"It can't go on forever"
"The teachers are good. They are interested in our work + our whole beings."
"Teachers + pupils That students have limited potential"
"We all appreciate the value of education + opportunity for all + we all have a good time at school"
"Some pupils I can't wait to finish school to get on with my
"My school like is the foundation for the rest

Group 6 Task D

The group added these statements in the speech bubbles:

Category	My Main Practice School	Ideal Version of My Main Practice School
No-one	There is enough value placed upon us as individuals	Teaching is another brick in the wall.
Managers	Managers think of/about a lot of issues, but do not communicate them, or put them into practice enough.	The school has potential/ability to accomplish everything/anything. 'Positive Mental Attitude.'
Teachers	Optical Reader for Registration. Why doesn't the system work	That through their teaching they make a difference.
Pupils	Teachers aren't always interested in what we think or what we are like as people.	This is a wonderful school to be at.
Combinations	All agree that the school environment is far from aesthetic.	Interaction between all staff and pupils produces positive communication and relationships.



Group 6 D 6/6/97

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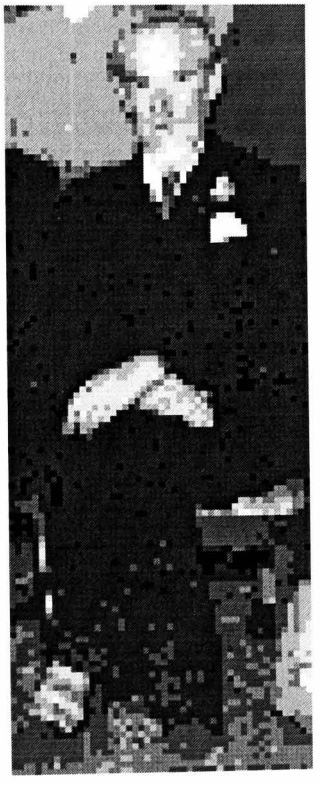
Thanks.



(Macmurray in 1952)